# Senior 2
# Social Studies

## *Geographic Issues of the 21st Century*

Manitoba Curriculum Framework of Outcomes and A Foundation for Implementation

Manitoba
Building for the Future

# *SENIOR 2 SOCIAL STUDIES: GEOGRAPHIC ISSUES OF THE 21ST CENTURY*

*Manitoba Curriculum Framework of Outcomes and A Foundation for Implementation*

***2006***
Manitoba Education, Citizenship and Youth

**Manitoba Education, Citizenship and Youth Cataloguing in Publication Data**

910 Senior 2 social studies : geographic issues of the 21st century : Manitoba curriculum framework of outcomes and a foundation for implementation

Includes bibliographical references.
ISBN-13: 0-978-0-7711-3589-7
ISBN-10: 0-7711-3589-0

1. Geography—Study and teaching (Secondary). 2. Geography—Study and teaching (Secondary)—Manitoba. 3. Social sciences—Study and teaching (Secondary). 4. Social sciences—Study and teaching (Secondary)—Manitoba. 5. Canada—Geography—Study and teaching (Secondary). I. Manitoba. Manitoba Education, Citizenship and Youth. II. Geographic issues of the 21st century : Manitoba curriculum framework of outcomes and a foundation for implementation.

Copyright © 2006, the Crown in Right of Manitoba as represented by the Minister of Education, Citizenship and Youth. Manitoba Education, Citizenship and Youth, School Programs Division, 1970 Ness Avenue, Winnipeg, Manitoba R3J 0Y9.

Every effort has been made to acknowledge original sources and to comply with copyright law. If cases are identified where this has not been done, please notify Manitoba Education, Citizenship and Youth. Errors or omissions will be corrected in a future edition. Sincere thanks to the authors and publishers who allowed their original material to be adapted or reproduced. Some images © 2006 www.clipart.com

## Acknowledgements

Manitoba Education, Citizenship and Youth gratefully acknowledges the contributions of the following individuals in the development of *Senior 2 Social Studies: Geographic Issues of the 21st Century, Manitoba Curriculum Framework of Outcomes and A Foundation for Implementation.*

### Principal Writers

| | | |
|---|---|---|
| Al Friesen | Neelin High School | Brandon S.D. |
| Linda McDowell | Education Program | University of Winnipeg |

### Development Team for *Senior 2 Social Studies: Geographic Issues of the 21st Century: A Foundation for Implementation*

| | | |
|---|---|---|
| Ken Corley | Vincent Massey Collegiate | Pembina Trails S.D. |
| Al Friesen | Neelin High School | Brandon S.D. |
| Gary Nunn | John Taylor Collegiate | St. James-Assiniboia S.D. |
| Arlin Scharfenberg | Rosenort School | Red River Valley S.D. |
| Connie Wyatt Anderson | Joe A. Ross School | Opaskwayak Education Authority (Band Operated) |

### Manitoba Framework Development Team

#### Kindergarten to Grade 4

| | | |
|---|---|---|
| Norma Armstrong | Bairdmore School | Pembina Trails S.D. |
| Lynne Courtemanche | École Laura-Secord | Winnipeg S.D. |
| Sophia de Witt | Crestview School | St. James-Assiniboia S.D. |
| Craig Laluk | École MacNeill | Mountain View S.D. |
| Nina Logan | Beaumont School | Pembina Trails S.D. |
| Sharon Conway | Aboriginal Curriculum Support Teacher | Winnipeg S.D. |
| Saira Rahman | Alhijra Islamic School | Independent Islamic School |
| Yolande Tétrault | École Saint-Joachim | Division scolaire franco-manitobaine |

#### Grades 5 to 8

| | | |
|---|---|---|
| Emanuel Calisto | West St. Paul School | Seven Oaks S.D. |
| Wayne Davies | Selkirk Junior High | Lord Selkirk S.D. |
| Gordon Jones | Virden Junior High | Fort la Bosse S.D. |
| Mervin McKay | Eastwood School | Mystery Lake S.D. |
| Ron Munro | Independent Consultant | |
| Huguette Phaneuf | Collège Louis-Riel | Division scolaire franco-manitobaine |
| Myron Tarasiuk | R.F. Morrison School | Seven Oaks S.D. |

# Acknowledgements


## Senior 1 to Senior 4

| | | |
|---|---|---|
| Cécile Alarie-Skene | Collège Jeanne-Sauvé | Louis Riel S.D. |
| Jean-Paul Bergeron | Collège Churchill | Winnipeg S.D. |
| Peter Bjornson | Gimli High School | Evergreen S.D. |
| Georges Druwé | Independent Consultant | |
| Al Friesen | Neelin High School | Brandon S.D. |
| Linda McDowell | Independent Consultant | |
| Claude Michaud | École Pointe-des-Chênes | Division scolaire franco-manitobaine |
| Gareth Neufeld | River East Collegiate | River East Transcona S.D. |
| Arlin Scharfenberg | Rosenort School | Red River Valley S.D. |
| Natalie Tays | Neyo Ohtinwak Collegiate | Nelson House (Band Operated) |

## Academic Advisors

| | | |
|---|---|---|
| Robin Brownlie | Professor of History | University of Manitoba |
| Luc Coté | Professor of History | Collège universitaire de Saint-Boniface |
| Richard Harbeck | Professor of Education | University of Manitoba |
| Bill Norton | Professor of Geography | University of Manitoba |
| Ken Osborne | Professor Emeritus, Faculty of Education | University of Manitoba |

## Manitoba Social Studies Steering Committee

| | | |
|---|---|---|
| Linda Connor | Joseph Wolinsky Collegiate | Independent |
| Arnold Dysart | Manitoba Association of School Superintendents | Frontier S.D. |
| Darcy Kowalchuk | Strathclair Community School | Park West S.D. |
| John Orlikow | Manitoba Association of School Trustees | Winnipeg S.D. |
| Alan Mason | Manitoba Teachers' Society | Pembina Trails S.D. |
| Linda McDowell | Faculty of Education | University of Winnipeg |
| Mervin McKay | Wapanohk-Eastwood Community School | Mystery Lake S.D. |
| Sharon Moolchan | Mapleton School | Lord Selkirk S.D. |
| Dave Najduch | Manitoba Social Science Teachers' Association | Winnipeg S.D. |
| Bill Norton | Department of Geography | University of Manitoba |
| Synthia Wright | Meadows School | Brandon S.D. |
| Doug Zintel | Manitoba Association of Parent Councils | Louis Riel S.D. |

## Manitoba Cultural Advisory Team

| | | |
|---|---|---|
| Oscar Calix | Manitoba Association of Teachers of Spanish | |
| Gemma Dalayoan | Manitoba Association of Filipino Teachers | Winnipeg S.D. |
| Diane Dwarka | School Programs Division | Manitoba Education, Citizenship and Youth |
| Jody Hagarty | Colony Educators of Manitoba | Border Land S.D. |
| Rick Hesch | Social Planning Council of Winnipeg | |
| Beryle Mae Jones | Manitoba Multicultural Resource Centre and Canadian Citizenship Federation | |
| Byron Jones | Black Educators Association of Manitoba | River East Transcona S.D. |
| Walter Kampen | Manitoba Teachers of German | River East Transcona S.D. |
| Manju Lodha | Manitoba Association for Multicultural Education | |
| Glenn Matsumoto | Manitoba Japanese Canadian Cultural Centre | River East Transcona S.D. |
| Valerie Price | Manitoba Association for Rights and Liberties | |
| Saira Rahman | Manitoba Islamic Association | |
| Myron Tarasiuk | Manitoba Teachers of Ukrainian | |
| James Teoh | Winnipeg Chinese Cultural Centre | |
| Hersch Zentner | B'nai Brith Canada, League for Human Rights | |

## Manitoba Education, Citizenship and Youth Staff

| | | |
|---|---|---|
| Bruce Backhouse | Consultant | Distance Learning and Information Technologies Unit<br>Instruction, Curriculum and Assessment Branch |
| Diane Cooley | Coordinator<br>(until September 2004) | Development Unit<br>Instruction, Curriculum and Assessment Branch |
| Lee-Ila Bothe | Coordinator | Document Production Services<br>Instruction, Curriculum and Assessment Branch |
| Renée Gillis | Consultant | Bureau de l'éducation française manitobaine Division |
| Ken Horton | Consultant | Test Development Unit<br>Instruction, Curriculum and Assessment Branch |
| Larry Labelle | Consultant | Development Unit<br>Instruction, Curriculum and Assessment Branch |
| Ray Lavery | Project Leader | Development Unit<br>Instruction, Curriculum and Assessment Branch |
| Linda Mlodzinski | Project Leader | Development Unit<br>Instruction, Curriculum and Assessment Branch |

## Acknowledgements


| | | |
|---|---|---|
| Grant Moore | Publications Editor | Document Production Services<br>Instruction, Curriculum and Assessment Branch |
| Aileen Najduch | A/Coordinator<br>(since October 2004) | Development Unit<br>Instruction, Curriculum and Assessment Branch |
| Linda Palma | Administrative Assistant | Development Unit<br>Instruction, Curriculum and Assessment Branch |
| Cyril Parent | Desktop Publisher | Document Production Services<br>Instruction, Curriculum and Assessment Branch |
| Tim Pohl | Desktop Publisher | Document Production Services<br>Instruction, Curriculum and Assessment Branch |

# Contents

**Acknowledgements** *3*

**Contents** *7*

**Section 1: Introduction** *9*

**Section 2: Kindergarten to Senior 4 Social Studies: Overview** *43*

**Section 3: Planning for Teaching and Learning** *59*

**Section 4: Geographic Issues of the 21st Century** *77*

**Cluster 1: Geographic Literacy** *85*

**Cluster 2: Natural Resources** *137*

**Cluster 3: Food from the Land** *177*

**Cluster 4: Industry and Trade** *227*

**Cluster 5: Urban Places** *265*

**Appendices**

Appendix A: Content-Area Vocabulary Study Strategies
Appendix B: Cluster Blackline Masters
Appendix C: General Blackline Masters
Appendix D: Teacher Notes
Appendix E: Glossary
Appendix F: Recommended Learning Resources
Appendix G: Outcomes Tracking Sheets
Appendix H: Bibliography

# SECTION 1:
# INTRODUCTION

SENIOR
2

## SOCIAL STUDIES IN MANITOBA—A KINDERGARTEN TO SENIOR 4 OVERVIEW

### Definition

Social studies is the study of people in relation to each other and to the world in which they live. In Manitoba, social studies comprises the disciplines of history and geography, draws upon the social sciences, and integrates relevant content from the humanities. As a study of human beings in their physical, social, and cultural environments, social studies examines the past and present and looks toward the future. Social studies helps students acquire the skills, knowledge, and values necessary to become active democratic citizens and contributing members of their communities, locally, nationally, and globally.

### Geography

Geography is the study of space. It examines the location and distribution of people, places, and processes from an interdisciplinary perspective. There are two main branches of geography: physical and human.

### Vision

Social studies has at its foundation the concepts of citizenship and identity in the Canadian and global contexts. Intended to reflect the many voices and stories that comprise the Canadian experience, past and present, the social studies curriculum is inclusive of Aboriginal, francophone, and diverse cultural perspectives.
Social studies engages students in the continuing debate concerning citizenship and identity in Canada and the world. Through social studies, students are encouraged to participate actively as citizens and members of communities, and to make informed and ethical choices when faced with the challenges of living in a pluralistic democratic society.

### Goals of Social Studies

Social studies enables students to acquire the skills, knowledge, and values necessary to understand the world in which they live, to engage in active democratic citizenship, and to contribute to the betterment of society.

The goals of social studies learning span Kindergarten to Senior 4, and are divided into five categories:

- Canada
- The World
- The Environment
- Democracy
- General Skills and Competencies

With respect to **Canada**, social studies enables students to

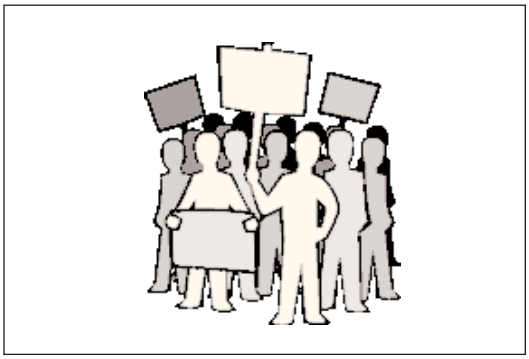
- acquire knowledge and understanding of Canadian history and geography
- appreciate the achievements of previous generations whose efforts contributed to the building of Canada
- critically understand Canadian political structures and processes and the institutions of Canadian society
- fulfill their responsibilities and understand their rights as Canadian citizens
- understand and respect the principles of Canadian democracy, including social justice, federalism, bilingualism, and pluralism
- analyze Canadian public issues and take rationally and morally defensible positions
- develop a sense of belonging to their communities and to Canadian society
- respect Aboriginal perspectives, francophone perspectives, and the perspectives of the many cultural groups that have shaped Canada, past and present

With respect to the **world**, social studies enables students to

- acquire knowledge and understanding of world history and geography
- respect the world's peoples and cultures through a commitment to human rights, equity, and the dignity of all persons
- develop global awareness and a sense of global citizenship
- understand and appreciate the role of international organizations
- analyze global issues and take rationally and morally defensible positions
- develop a commitment to social justice and quality of life for all the world's peoples
- assess questions of national self-interest and the interests of other countries and the world as a whole

With respect to the **environment**, social studies enables students to

- acquire and apply geographic skills, knowledge, and understanding
- recognize that a sustainable natural environment is essential to human life
- assess the impact of human interaction with the environment
- propose possible solutions to environmental problems
- live in ways that respect principles of environmental stewardship and sustainability



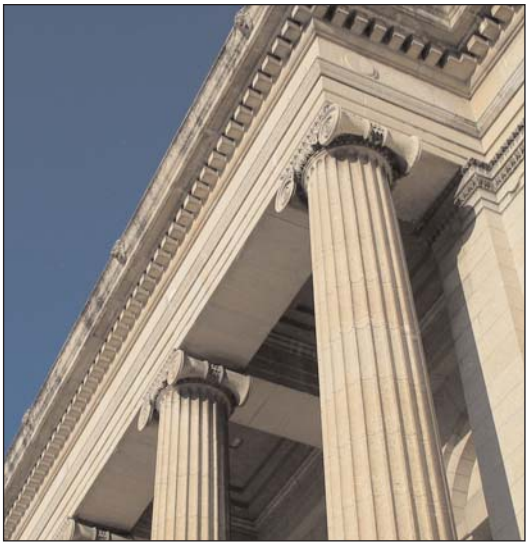
With respect to **democracy**, social studies enables students to

- critically understand the history, nature, and implications of democracy
- assess alternatives to democracy, past and present
- understand the history and foundations of parliamentary democracy in Canada
- demonstrate a commitment to democratic ideals and principles, including respect for human rights, principles of social justice, equity, freedom, dissent and differences, and willingness to take action for the public good
- participate in public affairs in accordance with democratic principles
- critically understand the role of various institutions in civil society
- recognize that democracy involves negotiation and that political and social problems do not always have simple solutions
- identify ways in which Canadian democracy could be improved, and work to improve it
- participate as informed citizens in the ongoing debates that characterize democracy in Canada and the world
- take a stand on matters of fundamental principle or individual conscience

With respect to **general skills and competencies**, social studies enables students to

- engage in disciplined inquiry, applying research skills, critical thinking, and decision making
- think historically and geographically
- critically analyze and research social issues, including controversial issues
- work collaboratively and effectively with others
- solve problems and address conflicts in creative, ethical, and non-violent ways
- develop openness to new ideas and think beyond the limits of conventional wisdom
- apply effective communication skills and enhance media literacy
- use and manage information and communication technologies

## *CITIZENSHIP AS A CORE CONCEPT IN SOCIAL STUDIES*



Citizenship is the core concept that provides the learning focus for social studies at all grades. To identify the knowledge, values, and skills that students will need as active democratic citizens, social studies must take into account the society in which students live and anticipate the challenges they will face in the future. Citizenship is a fluid concept that changes over time: its meaning is often contested, and it is subject to interpretation and continuing debate.

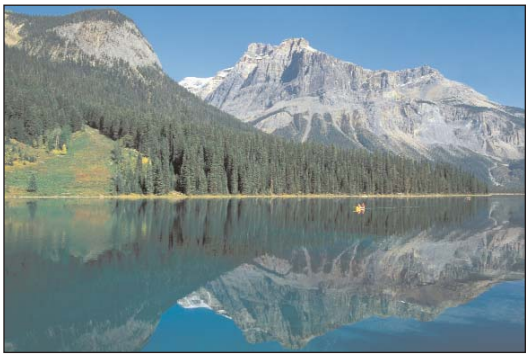
Achievement of learning outcomes related to citizenship will prepare students to participate in the public dialogue that characterizes any democracy and that plays an important role in Canadian society. As students engage in this dialogue, they will enhance their understanding of citizenship in Canada and the world, and will be better prepared to become active participants in their communities, locally, nationally, and globally.

### Rationale for Citizenship Education

Citizenship education is fundamental to living in a democratic society. The concept of citizenship takes on meaning in specific contexts and is determined by time and place. Diverse notions of citizenship have been used in the past and are being used in the present, for both good and ill. Throughout much of history, citizenship has been exclusionary, class-based, racist, and sexist. In Canada, for instance, First Nations parents were forced to send their children to residential schools in the interests of citizenship.

The concept of citizenship must be considered within the context of democracy, human rights, and public debate. Social studies provides opportunities for students to explore the complexities of citizenship in four areas:

- Active Democratic Citizenship in Canada
- Canadian Citizenship for the Future
- Citizenship in the Global Context
- Environmental Citizenship



## Active Democratic Citizenship in Canada

Since citizenship issues are rooted in the past, Canadian history occupies an important place in the social studies curriculum. Canada is regionally diverse and geographically expansive. It is organized as a federal parliamentary monarchy, with a mixed, albeit largely capitalist, economy. It is a bilingual and multicultural country committed to pluralism, human rights, and democracy. Globally, Canada is regarded as a prosperous, peaceful, and democratic country, although it still has its share of economic and social injustices and inequities.

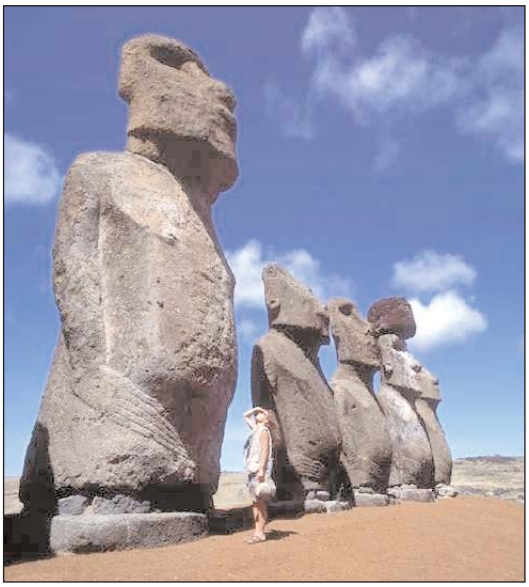
Canada is a complex country that requires special qualities in its citizens. These citizenship qualities include

- knowledge of Canadian history and geography
- understanding of the distinctive nature of Canadian society, the Canadian state, and its institutions
- the ability to approach public issues critically, rationally, and democratically
- informed involvement in public affairs
- respect for human rights and democratic ideals and principles
- a commitment to freedom, equality, and social justice
- the ability to work through conflicts and contradictions that can arise among citizens
- a willingness to live with ambiguity and uncertainty
- civility and tolerance for dissension and disagreement
- a willingness to balance the pursuit of private interests with concern for the public good
- the ability to balance personal claims of conscience and principle against the similar claims of others
- a sense of shared identity as Canadians, combined with a realization that Canadian identity is multi-faceted, open to debate, and not exclusive of other identities

## Canadian Citizenship for the Future

For the foreseeable future, Canadian citizens will likely continue to face issues such as

- balancing the jurisdictional claims of the provinces, territories, and the federal government
- redressing past and present injustices inflicted on Aboriginal peoples and other groups in Canada
- coming to terms with the complexities of Quebec's place in Canada
- balancing regional and cultural diversity with national unity
- protecting Canadian identity and sovereignty
- assuring access to social services and quality of life for all
- eliminating inequalities related to race, gender, sexual orientation, age, class, and ethnicity
- protecting the environment
- ensuring the successful functioning of the economy



## Citizenship in the Global Context

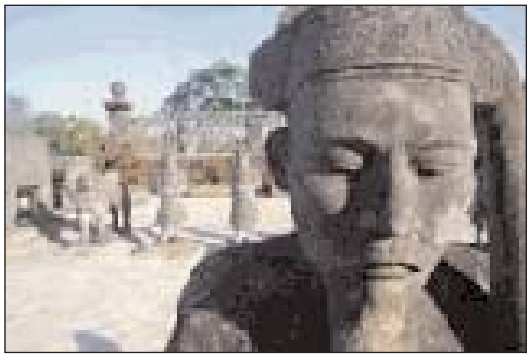
Canada is part of a global community that is becoming increasingly interconnected and interdependent. Many of the most serious problems facing our world must be dealt with on a global basis. The nation-state—including Canada—is under increasing challenge, externally from the forces of globalization, and internally from demands for more local or regional autonomy. The world also continues to be characterized by severe disparities between rich and poor countries. This disparity violates the basic principles of social justice and human dignity, and, at the same time, gives rise to dangerous tensions and rivalries. War, terrorism, and violence continue to be a means of addressing internal and international disputes, and, because of developments in weapons technology, are becoming ever more destructive. In these circumstances, Canadian citizens need to think and act globally as well as nationally.

## Environmental Citizenship

Underlying both national and global realities, and the responsibilities they impose on citizens, is the increasing fragility of our natural environment. Quality of life depends upon the sustainability of our environment. This places a particularly important responsibility on citizens, who must ultimately balance the demands of economic growth and high living standards against respect for the environment and the needs of future generations.

## General Learning Outcomes

The following six general learning outcomes provide the conceptual structure for social studies from Kindergarten through Senior 4. They are the basis for the specific learning outcomes for each grade.

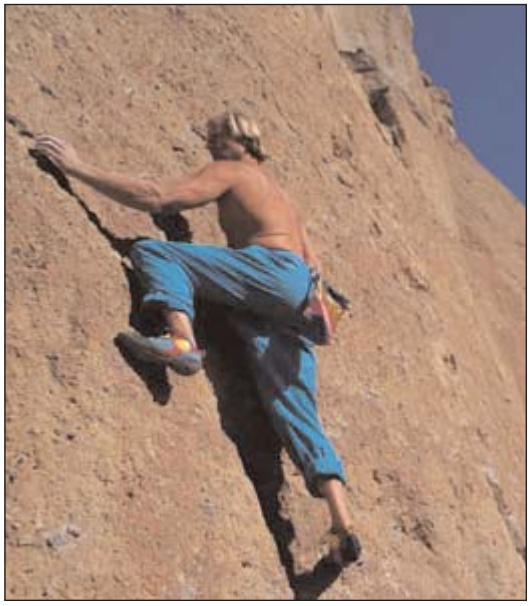


**Identity, Culture, and Community**

Students will explore concepts of identity, culture, and community in relation to individuals, societies, and nations.

Many factors influence identity and life in communities, including culture, language, history, and shared beliefs and values. Identity is subject to time and place, and is shaped by a multiplicity of personal, social, and economic factors. A critical consideration of identity, culture, and community provides students with opportunities to explore the symbols and expressions of their own and others' cultural and social groups. Through a study of the ways in which people live together and express themselves in communities, societies, and nations, students enhance their understanding of diverse perspectives and develop their competencies as social beings. This process enables them to reflect upon their roles as individuals and citizens so as to become contributing members of their groups and communities.

The specific learning outcomes within Identity, Culture, and Community include concepts such as human interaction and interdependence, cultural diversity, national identities, and pluralism.



**The Land: Places and People**

Students will explore the dynamic relationships of people with the land, places, and environments.

People exist in dynamic relationships with the land. The exploration of people's relationships with places and environments creates an understanding of human dependence and impact upon the natural environment. Students explore how spatial and physical characteristics of the environment affect human life, cultures, and societies. They consider how connections to the land influence their identities and define their roles and responsibilities as citizens, locally, nationally, and globally.

The specific learning outcomes within The Land: Places and People focus on geographic understanding and skills, and concepts such as sustainability, stewardship, and the relationship between people and the land.

**Historical Connections**

Students will explore how people, events, and ideas of the past shape the present and influence the future.

The past shapes who we are. An exploration of Canadian and world history enables students to acquire knowledge and appreciation of the past, to understand the present, and to live with regard for the future. An important aspect of this process is the disciplined investigation and interpretation of history. Students learn to think historically as they explore people, events, ideas, and evidence of the past. As they reflect upon diverse perspectives, personal narratives, parallel accounts, and oral and social histories, students develop the historical understanding that provides a foundation for active democratic citizenship.

The specific learning outcomes within Historical Connections enable students to develop an interest in the past, and focus on chronological thinking, historical understanding, and concepts such as progress, decline, continuity, and change.

**Global Interdependence**

Students will explore the global interdependence of people, communities, societies, nations, and environments.

People, communities, societies, nations, and environments are interdependent. An exploration of this interdependence enhances students' global consciousness and helps them develop empathy with respect to the human condition. Students critically consider diverse perspectives as they examine the connections that link local, national, and global communities. Consideration of global connections enables students to expand their knowledge of the world in which they live and to engage in active democratic citizenship.

The specific learning outcomes within Global Interdependence focus on human rights and responsibilities, diversity and commonality, quality of life and equity, globalization, international cooperation and conflict, and global environmental concerns.

**Power and Authority**

Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.

Power and authority influence all human relationships. Students critically examine the distribution, exercise, and implications of power and authority in everyday life and in formal settings. They consider diverse forms of governance and leadership, and inquire into issues of fairness and equity. This exploration helps students develop a sense of personal empowerment as active democratic citizens.

The specific learning outcomes within Power and Authority include concepts such as political structures and decision making, governance, justice, rules and laws, conflict and conflict resolution, and war and peace.

**Economics and Resources**

Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations.

The management and distribution of resources and wealth have a direct impact on human societies and quality of life. Students explore the effects of economic interdependence on individuals, communities, and nations in the global context. They examine economic factors that affect decision making, the use of resources, and the development of technologies. As students explore diverse perspectives regarding human needs, wants, and quality of life, they critically consider the social and environmental implications of the distribution of resources and technologies, locally, nationally, and globally.

The specific learning outcomes within Economics and Resources include concepts such as trade, commerce, and industry, access to resources, economic disparities, economic systems, and globalization.

## Social Studies Skills

Social studies skills are grouped into four categories:

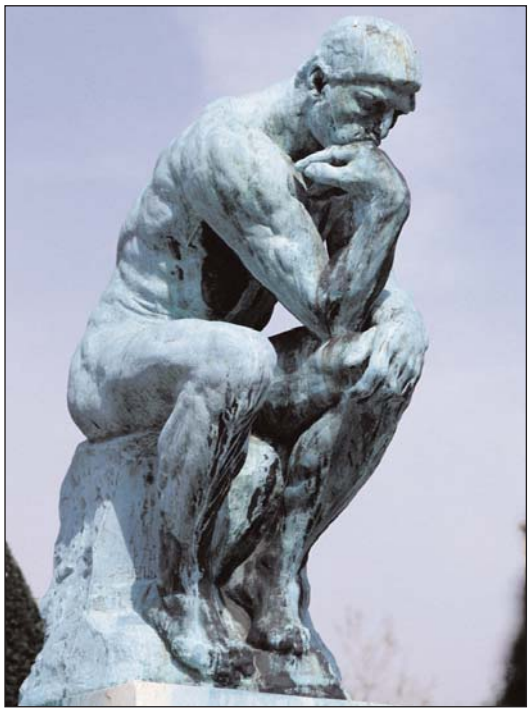
- Skills for Active Democratic Citizenship
- Skills for Managing Ideas and Information
- Critical and Creative Thinking Skills
- Communication Skills

## Skills for Active Democratic Citizenship

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.

## Skills for Managing Information and Ideas

Information-management skills enable students to access, select, organize, and record information and ideas, using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.



## Critical and Creative Thinking Skills

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and using a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgments. These judgments include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

## Communication Skills

Communication skills enable students to interpret and express ideas clearly and purposefully using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.

## GUIDING PRINCIPLES FOR SOCIAL STUDIES LEARNING, TEACHING, AND ASSESSMENT

### Social Studies and the Learning Process

Learning in social studies is an active process. Active learning involves the construction of meaning through the interaction of prior knowledge, motivation and purpose, and new experiences. The process of learning varies from one individual to another, and is shaped by a multitude of factors, including personal, social, and cultural influences. Social studies learning is more meaningful when students are

- encouraged to broaden their perspectives through informed and focused interaction with others
- provided with opportunities to reflect critically on their own ideas and attitudes
- valued, respected, and acknowledged as individuals, whatever their situation or background

Social studies *knowledge*, *values*, and *skills* are interdependent aspects of learning, and need to be integrated in the learning process. Meaningful learning in social studies requires both depth and breadth of understanding. This includes the incorporation of basic general knowledge, as well as opportunities for more intensive study of selected topics.

**Strategies to support student inquiry and interaction:**

- cooperative and peer learning
- interviews
- project-based learning
- structured controversy or debate
- teacher- and student-initiated inquiry and research
- role-play
- sharing circles

### Instructional Strategies for Active Learning

Social studies learning can be enhanced by using a variety of settings both in and outside of school, flexible student groupings, and numerous other strategies. A well-balanced social studies program includes individual, collaborative, and teacher-directed learning experiences, and provides students with a variety of conceptual tools and advance organizers.

Effective social studies instruction includes the use of strategies that promote student inquiry and interaction. These strategies include cooperative and peer learning, interviews, project-based learning, structured controversy or debate, teacher- and student-initiated inquiry and research, role-play, and sharing circles. These types of strategies make learning meaningful by encouraging critical reflection, questioning, and the consideration of diverse points of view.

It is through guided inquiry and interaction—within the school and in the community—that students construct meaning from their individual experiences. Students require opportunities to engage in authentic and relevant community issues and events. It is important that these experiences be integral to social studies learning, and not be contrived.

**Active learning includes**

- resource-based and experiential learning
- on-the-land experiences
- field studies
- guided tours
- participation in diverse cultural activities
- integrating literature and the arts
- using information and communication technologies

Active learning is encouraged through resource-based and experiential learning. These include on-the-land experiences, field studies, guided tours, and participation in diverse cultural activities. Social studies teaching offers the ideal opportunity to integrate literature and the arts, and to use information and communication technologies.

Effective practices in social studies actively engage students in democratic processes such as consensus building, collective decision making, student government, class meetings, student-generated topics of study, and school event planning. As well, social studies provides authentic opportunities for home and community involvement.

**Activities that engage students in democratic processes:**

- consensus building
- collective decision making
- student government
- class meetings
- student-generated topics of study
- classroom/school event planning

## Resource-Based Learning

Social studies addresses a wide range of issues and topics at every grade. It is a subject that is particularly well suited to resource-based learning, which moves beyond the single textbook approach and provides students with a variety of information sources. (See Appendix F for a list of recommended learning resources.)

There is a rich abundance of social studies resources available to teachers and students. These include primary information sources, print media, electronic media, art and artifacts, simulations and games, maps, and field trips, as well as knowledgeable individuals from the local community.

**Resource-based learning**

- primary sources
- magazines and journals
- books
- television, radio
- DVDs and CDs
- audio/video tapes
- the Internet
- computer software and databases
- art and artifacts
- simulations and games
- maps
- community-based research
- museums
- art galleries
- cultural centres
- community sites
- guest speakers
- Elders
- live performances

Resource-based learning is a student-centred approach that adapts to student needs, interests, abilities, learning styles, and prior knowledge. An environment that is rich in resources allows students to explore and discover as they learn, and to make personal learning choices that are relevant and meaningful.

As our society continues to evolve, so do the roles of teachers and learners. The “sage on the stage” model is giving way to a more flexible model—one in which teachers facilitate the learning process, and students make decisions and assume responsibility for their learning. A resource-based learning approach ultimately helps students manage the information overload that typifies today’s society, and teaches them how to continue their learning outside of the school setting. While the development of fundamental knowledge is still essential in social studies, the student of the 21st century needs the skills to locate, access, and evaluate pertinent information.

## Role of the Social Studies Teacher

Social studies accommodates a variety of teaching styles. Given the political nature of social studies issues and topics, a teacher's personal beliefs and convictions may influence the presentation of content, as well as the selection of teaching strategies and learning resources. Complete neutrality is not always possible, nor necessarily desirable; however, teachers need to be aware of the implications of presenting their own beliefs and perspectives as fact rather than opinion.

Social studies is rich in opportunities to detect and analyze bias through the critical exploration of diverse points of view. When a classroom climate is open and fair, teachers and students together will establish a learning culture that integrates democratic principles and encourages active citizenship. It is important to note that student-centred classrooms are not necessarily democratic classrooms. Even activities that are democratic in nature, such as cooperative learning, can be undemocratic in practice, depending upon how they are used.

Finally, it is critical that teachers be well informed about social studies content and issues, and that they be prepared to provide students with guidance in selecting reliable information sources.

## Dealing with Controversial Issues

A fundamental aspect of social studies learning and teaching—at all grade levels—is the consideration of controversial issues—issues that involve ethics, principles, beliefs, and values. Teachers should not avoid controversial issues. Diversity of perspectives, beliefs and values, disagreement, and dissension are all part of living in a democratic society. Furthermore, discussion and debate concerning ethical or existential questions serve to motivate students and make learning more personally meaningful.

The following guidelines will assist teachers in dealing with controversial issues in the classroom:

- approach all issues with sensitivity
- clearly define the issues
- establish a clear purpose for discussions
- establish parameters for discussions
- ensure that the issues do not become personalized or directed at individual students
- protect the interests of individual students by finding out in advance whether any student would be personally affected by the discussion
- exercise flexibility by permitting students to choose alternative assignments
- accept that there may not be a single "right answer" to a question or issue
- respect everyone's right to voice opinions or perspectives
- help students clarify the distinction between informed opinion and bias
- help students seek sufficient and reliable information to support the various perspectives
- allow time to present all relevant perspectives fairly and to reflect upon their validity

## *SOCIAL STUDIES AS A CURRICULUM* OF *AND* FOR *DIVERSITY AND EQUITY*

### Inclusive Social Studies Classrooms

The social studies classroom plays an important role in helping students become engaged and caring citizens, locally, nationally, and globally. To do so requires teachers to use social studies classrooms as living laboratories for a more equal and just society than the one in which we now live. Schools in general, and the social studies classroom specifically, support the continued development of the multicultural, multiracial, and pluralist democracy that is Canada—a democracy that is capable of addressing the serious social and ecological challenges that face us now, and which threaten our collective future.

The events that take place in our classrooms both shape, and are shaped by larger social currents that define who we are and where we are headed as a society. To be successful, schools, and social studies classrooms in particular, must be guided by democratic social goals and values that celebrate our human diversity and demonstrate a quest for greater equity in our institutions and in society as a whole.

Social studies curriculum and instruction must be both *visionary* and *practical*: *visionary* because we need to go beyond narrow educational goals and look toward our collective future with hope; *practical* because the work of reshaping educational practice and countering negative social forces and conditions requires daily effort.

Teaching practices, educational activism, and dedication and creativity on the part of teachers and other educational partners are all part of this process. Efforts to transform the social studies classroom need to grow from a common social and pedagogical vision that strives for an inclusive classroom focused on social justice. Curriculum and practice must reflect certain essential characteristics, which are described below.

**Inclusive classrooms focused on social justice are**

- multicultural, equity-focused, anti-bias in nature
- grounded in the lives of students
- culturally sensitive
- critical
- participatory and experimental
- hopeful, joyful, caring, visionary
- academically rigorous
- supportive of students as social activists and engaged citizens

**1. Multicultural, equity-focused, and anti-bias in nature**

A curriculum grounded in social justice and awareness of social diversity must be inclusive of every student in every classroom. With our increasingly diverse student population and nation, the social studies classroom needs to directly address issues related to race, class, gender, and other aspects of educational equity. We need to do more than simply celebrate diversity. We need to take on the "hard stuff" of exploring why some differences translate into wealth and power, while others become the basis for discrimination and injustice. Social studies classrooms exist in a multicultural and multiracial society, and need to honestly face the truth about our past and present. The often exclusionary, traditional stories of history need to be revised to include the experiences and voices of Aboriginal peoples and people of colour, women, working peoples, and other diverse groups in our society.

**2. Grounded in the lives of students**

Good teaching begins with respect and concern for children, their innate curiosity, and their capacity to learn. Curriculum needs to be rooted in the real lives and contexts of the students in the classroom. Creating effective learning environments requires that the lives of the students, as well as the topics they are exploring, provide the content of the classroom experience. Students need opportunities to consider and inquire how their lives connect to the broader society.

**3. Culturally sensitive**

Classrooms that are places for critical teaching and learning are built on the premise that teachers "don't know it all." Each new class presents opportunities for teachers to learn from students, and requires teachers to be good researchers and listeners. Teachers will often work with children of diverse cultural origins and ethnicities, and may need to call upon parents and others in order to understand the needs of their students. Teachers must also draw on the cultural diversity of their colleagues and community resources for insights into the communities they seek to serve.

**4. Critical**

The social studies curriculum should help equip students to engage in dialogue and to challenge the world. From Early Years onward, students need to develop skills and insights that allow them to pose essential questions. Who holds power and makes decisions in society? Who is left out? Who benefits and who suffers? What is fair practice? What is discriminatory or unfair practice? How is change created? Students should have opportunities to examine and question social reality through critiques of media, public policy decisions, foreign policy choices, newspapers, historical accounts, and school life itself. Wherever possible, student learning should encompass issues and problems in the world outside the classroom walls.

**5. Participatory and experiential**

Student involvement and initiative need to be emphasized; students should not be passive learners. Exploratory and experiential learning approaches, in which students are involved in planning and decision making, allow students to take responsibility for, and to manage, their own learning. Projects, role-plays, mock trials, and other learning activities involve students physically and cognitively. These are all essential to provoke students to develop democratic capacities: to question, to challenge, to make real decisions, and to solve problems collectively.

**6. Hopeful, joyful, caring, and visionary**

Classrooms in which children feel significant and cared for are at the heart of an inclusive school. Unless students feel safe—emotionally and physically—they will not reveal their true selves or their real thoughts and feelings, and discussions will be artificial and dishonest. Teachers need to design learning experiences that help students learn to trust and care for each other.

**7. Academically rigorous**

An inclusive classroom focused on social justice provides students with the skills they need to navigate the world, and to take action to change the world. When students create products for real audiences about significant issues, and discuss big ideas with compassion and intensity, academics come to life.

**8. Supportive of students as social activists and engaged citizens**

If we want students to see themselves as voices for justice and agents of change, it is important to encourage them to critique the world, and to be willing to act in ways that are meaningful. Part of the role of the social studies teacher is to reinforce the fact that ideas have real consequences and need to be acted upon. Students can draw inspiration from historical and contemporary individuals who struggled for social justice, peace, and human rights. A critical curriculum and classroom should reflect the diversity of people from all cultures and both genders who acted to make a difference, many of whom did so at great sacrifice. Students should feel connected to this legacy of resistance and social justice.

Creating inclusive and critical classrooms is not easy. It is complex and demanding work that requires vision, support, and resources. Sharing experiences with other educators, establishing support networks, and amassing diverse resources are critical components of inclusive classrooms.

_____

Adapted from "Rethinking Our Classrooms: Teaching for Equity and Justice" from *Rethinking Schools* magazine (Fall 2003) by permission of Rethinking Schools Ltd. <www.rethinkingschools.org>. All rights reserved.

## Towards a Pedagogy for Social Justice

A social studies curriculum that advocates social justice is built upon the integration and exploration of issues related to inclusion, diversity and racism. This approach requires a clear and well developed understanding of multicultural/anti-racist teaching approaches. It should not be assumed that simply providing students with learning resources that are "multicultural" or that deal with issues of inequality or diversity is sufficient to create an inclusive social studies classroom. To have a positive effect, as well as an anti-racist/anti-bias impact on the classroom, multicultural materials need to be part of meaningful learning experiences that encourage students to critically explore and analyze the significance of the issues discussed or information presented, personally and collectively.

The quotation that follows illustrates the importance of anti-racism pedagogy in the use of multicultural resources in the classroom, and in the planning and implementation of learning activities. It is critical that educators be clear how a specific learning resource and related activities fit into their plan for the year and the anti-racism objectives that have been established.

> *It should be remembered that multicultural curriculum can be taught in a traditional and racist way. The way out of this dilemma is through the intervention of anti-racist teaching. Anti-racist teaching would incorporate 'education' which is multicultural while the 'teaching' would be anti-racist. In this context, anti-racist teaching is seen as coming about through a teacher with the 'right' attitude, the appropriate knowledge, and the necessary skills to bring about learning that that will challenge racism and change the bias of the traditional ethnocentric and biased education to which we are accustomed in Canada.* (Black Learners Advisory Committee [BLAC] Report on Education, December 1994, Nova Scotia)

## The Transformative Curriculum: Education for Social Justice

An anti-racist pedagogy may be conceptualized as being education for change, social justice, or action. James Banks provides a conceptual model for analyzing the level of integration of multicultural content into the curriculum, which highlights the importance of a social action approach. In his perspective, a Transformation or Social Action Approach is essential if we wish to meaningfully address issues of diversity and inequality in the social studies classroom and in our schools.

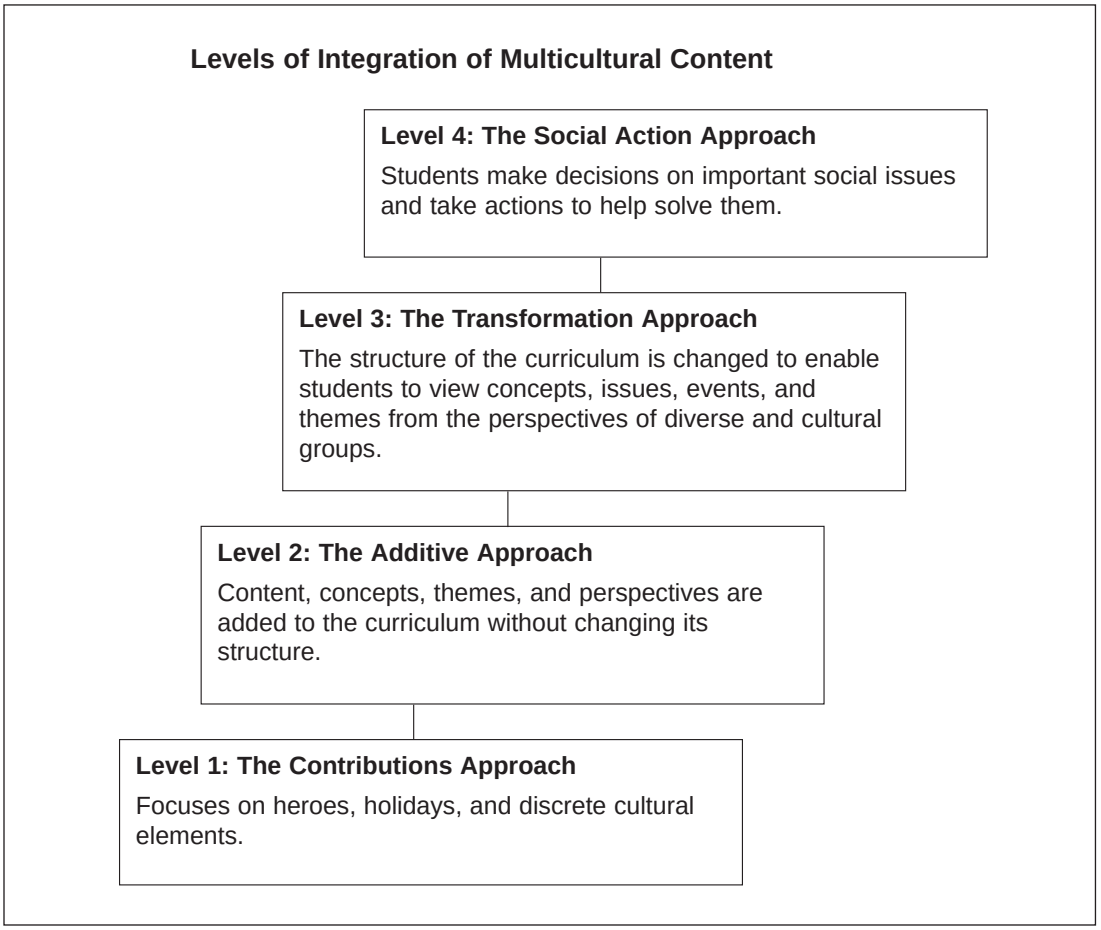



**Figure 1:** From "Approaches to Multicultural Curriculum Reform" by James A. Banks. In *Multicultural Education: Issues and Perspectives*, J. Banks and C. Banks (Eds.).

## Diversity and Inequity: The Historical Context

It is important that educators develop an informed understanding of the historical development of Canadian society and the history of diversity and inequality. Traditional approaches to Canadian history have often excluded or marginalized the experiences and perspectives of many diverse groups. Therefore, it is critical that educators broaden their understanding of history in a Canadian and international context.

The experiences of marginalized groups in Canada share many similarities with marginalized groups in other places. It is important to explore and critically consider these parallels. Furthermore, it is important to connect historical experiences to contemporary social conditions, such as continued inequities in employment, evidence of bias in medical research, attitudes towards interracial or same-sex marriages, the prevalence of negative stereotypes in media, and so on.

## Identity, Culture, and Race

Educators also need to consider the social dynamics and patterns of intercultural interaction in the classroom in developing inclusive, multicultural, and pro-social justice learning experiences. The ethnocultural identity and self-concept of students play an important role in determining their response and willingness to engage in meaningful learning experiences related to diversity. Social and ethnocultural identity is characterized by a number of factors, including the following:

- An individual's identity is complex and composed of various dimensions.
- Every individual has multiple identities, with ethnicity, class, gender, sexual orientation, language, religion, racial origins, political beliefs, and other factors defining who we are.
- Not all factors have the same impact on our identity, and their relevance may change according to personal and social conditions and social context.
- Race, while it is a socially constructed concept, forms part of our sense of identity.
- Racial identity development is the result of the racialization of society, and is a complex and dynamic phenomenon.

Theories regarding the process of achieving an anti-racist group identity are a useful tool to guide exploration of the impact of race and racism in our classrooms. These theories also serve to guide educators in defining the objectives of anti-racism education. Ideally, schools should facilitate the movement of students to the highest level of anti-racist group identity. (See below.)

## Towards an Inclusive and Anti-Bias Identity

The process of undoing the profound impact of racism and other forms of discrimination and marginalization is a complex journey—a journey towards an inclusive and anti-bias identity. Psychologists researching race and identity issues have theorized that this journey may take different paths or stages of development for different groups, as members of these groups have been affected in differing ways by racism and discrimination.

Research suggests that people undergo a series of life transformations or stages of identity formation in terms of their self-concept and group identity. These stages of social identity formation are not inevitable or static, nor are they achieved for life. Life circumstances and experiences precipitate and support change either *towards* or *away* from anti-racism consciousness and behaviour. Alternatively, individuals may remain fixated at a particular stage of ethnic and group consciousness. (Derman-Sparks *et al.*, 1997)

## Towards an Anti-Bias/Anti-Racist Identity

William Cross's (1991) model for the stages of Black identity development reflects the African-American experience, but is relevant in a Canadian context. His model of the *resocialization experience* has five distinct stages of identity development: Pre-encounter, Encounter, Immersion/Emersion, Internalization, and Internalization-Commitment.

In Cross's conceptual framework, individuals move from a state of unawareness of racism and discrimination to one of total awareness and social activism, known as the *Internalization-Commitment* stage. This final stage parallels Banks' idea of the *global* ethnic identity, and is a fully developed anti-racist group identity. An individual at this stage is a social activist who recognizes the need for continuous efforts to challenge inequality in society on several fronts, and seeks to collaborate with others in meaningful social action.

Helms (1990) has taken a similar and comprehensive examination of the stages of white/dominant group identity development. Helms identifies the tendency of dominant group members in society to deny that their racial identity has any significance, preferring to view themselves as individuals and, consequently, not responsible for the perpetuation of a racist system.

Helms' model of identity development is based on six distinct stages: Contact, Disintegration, Immersion/Emersion, Reintegration, Pseudo-Independent, Immersion/Emersion, and Autonomy. Individuals in this framework, like Cross's, move from a stage of total ignorance to one of total awareness and engagement in social activism. In the final stage of identity, Autonomy, individuals are self-directed and self-actualized activists who join with exploited groups to change the racist system.

Both researchers see the highest form of identity formation to be one where individuals are aware of the realities of inequities in society and the reality of racism, coupled with the desire to work with others for change and meaningful social action.

## Applying Racial Identity Development Concepts in the Classroom

There is a great deal of significance to identity formation for educators involved in anti-bias/anti-racism education within the social studies classroom. First, the two models detailed above present a framework for conceptualizing learning outcomes or objectives for anti-bias/anti-racist education in a school setting. Ideally, school experiences and learning activities will stimulate sustained exploration and development of students' sense of identity, and encourage movement towards an anti-racist racial identity for all students. To achieve this, there needs to be a good understanding of both racism and of anti-racist educational practices.

Secondly, the two models provide tools to assist teachers in planning educational experiences for students. The stages students are at in their racial identity development affect how they interact with other students, and how they respond to learning experiences dealing with diversity or racism. Teachers may wish to reflect on the cultural composition of their classrooms and individual student sense of identity when planning learning activities. This reflection will provide insight as to how students may respond to multicultural learning resources, or educational activities related to diversity issues. It may also identify potential problems that may arise as a result of students being at different stages of identity development.

Finally, the models provide a tool for self-reflection and analysis, encouraging teachers to reflect on issues of race and power. For example, teachers may ask themselves:

- What stage am I at in my personal identity formation?
- How will my stage of identity formation affect my teaching of anti-bias/anti-racist content and issues?
- What is my pattern of interaction and relationships with people of diverse origins and disadvantaged groups, and how does this relate to my current stage of identity development?

## Isolation and Identity

The exploration of Canadian and world history, and issues related to discrimination may be particularly challenging for students of marginalized or minority groups. A student may find herself or himself as the only one, or one of a small group, in an otherwise relatively homogeneous classroom setting. Such students may be at different stages of social or ethnic identity, and the overall classroom attitude and awareness of racism will greatly affect the dynamics in the classroom. It is important for teachers to recognize that

- racism and other forms of discrimination adversely affect student involvement in the classroom.
- experiences with racism and other forms of discrimination affect students' lives and the lives of their family members.
- dealing with issues of race and racism and other issues of bias and discrimination is a deeply personal and emotional experience that may stimulate recall of repressed memories or emotions.
- for many students of visible minority origins, and other students of diverse origins, a sense of isolation or alienation is not uncommon.
- in such situations, even if the intent is anti-bias in nature, raising issues of racism and inequality in a classroom presents a challenge for most students. Very often students will feel as if "all eyes" are on them when racial incidents occur, racist language is expressed, or other issues related to prejudice and discrimination are discussed.
- being of visible minority origins may be an experience in diversity itself. Students are often of interracial and intercultural backgrounds. Teachers need to be sensitive to students' personal definitions of their "identity" and group membership.
- students may not be comfortable with the role of representing or "speaking for" their particular cultural group. Depending on personal circumstances and social conditions, students may just be beginning, or have yet to begin, to explore their cultural origins.

This discussion of issues related to identity illustrates the complexity of intercultural and interracial dynamics in the classroom and society. It points to the need to carefully consider these dynamics when introducing challenging learning experiences. Most importantly, it highlights the need to have a clear and well-defined anti-bias/anti-racist teaching approach. It is about education for empowerment; it is about turning dreams into reality.

## Strategies to Develop Positive Attitudes towards Diversity

- Initiate educational activities and discussions to build a positive racial and/or cultural self-identity.
- Initiate activities and discussions to develop positive attitudes toward diverse racial/cultural groups—encourage the exploration of groups different from students' own reference groups.
- Always answer student questions about race, ethnicity, and cultures when questions are asked.
- Listen carefully and in a relaxed manner to student questions and comments. Be sure to understand what a student means and wants to know.
- Pay attention to feelings.
- Provide truthful information appropriate to students' level of understanding.
- Help students recognize racial, cultural, social, and other stereotypes.
- Encourage students to challenge racism and other forms of discrimination by being a positive role model and displaying inclusive attitudes and behaviours.
- Cultivate understanding that racism and other forms of discrimination do not have to be a permanent condition—that people are working together for positive change.
- Remember that learning about racial and cultural identities is a lifelong process.

(Council for Interracial Books for Children, 1980)

## Points to Consider When Using Multicultural Resources in the Classroom

1. **Remember that context is important when using literature or media that deal with issues of diversity and of inequality.**
   - How does the resource fit into the yearly plan or the curriculum?
   - Is the school environment positive and open to diversity?
   - What is the classroom composition in terms of diversity? How may this affect classroom dynamics?

   - Are students from the cultural backgrounds that are featured in the resource represented in the classroom? Is there a history of positive interaction between students of diverse cultural and racial origins?
   - What is the relationship and pattern of interaction between the teacher and minority students in the classroom? How may this affect the use of the resource in a classroom setting?
   - Is multicultural literature frequently used in the school and throughout various subject areas?

2. **What was the rationale for choosing the resources to be used?**
   - Were parents or community group members involved in the selection of the resources?
   - Has the impact of the resource on readers of different experiences and perspectives been considered?
   - Have questions of voice and authenticity been considered?
   - Have supplementary or complementary materials been considered?

3. **Has the stage been set for the introduction of the resource, including its content and major themes?**
   - Is the teacher sufficiently knowledgeable about the content and the historical context of the resource?
   - Are students sufficiently knowledgeable of the historical and social context addressed in the resource?
   - Have students explored issues related to the use of problematic terms and references made in the resource?
   - Have minority students and parents been consulted with respect to planned learning activities? Have they been given an opportunity to participate or to suggest strategies for the effective use of the resource?

4. **Does the classroom experience lend itself to anti-bias/ anti-racist learning?**
   - Are students encouraged to critically analyze the resource and its significance in a contemporary setting?
   - Have arrangements been made to monitor the impact of the resource on students in the classroom, and to deal with issues as they arise?
   - Do the classroom activities allow students to voice their experiences, feelings, and ideas? Are minority students' experiences, feelings, and ideas validated, or are they ignored and silenced?
   - Are students encouraged to explore the significance of the resource in terms of their own lives and social action?
   - Do classroom experiences provide an opportunity for students to interact and connect with the people or groups featured in the resource? Do students have a voice in the classroom?
   - Are connections made to other groups and their experiences in a way that encourages students to understand similarities and differences?
   - Has the use of additional resources that give a more complete picture been considered?

5. **How does the resource or issue studied relate to other aspects of the curriculum and school experience?**
   - Have provisions been made to connect the issues and experiences explored to curricular learning outcomes?
   - Is the impact of the resource on students, and on their interactions in the classroom, being monitored?
   - Have students been given opportunities to reflect on learning experiences, and to share their thoughts and feelings?
   - Have plans been made to provide students with opportunities to celebrate their diversity and unity with each other, their parents, and their community?

## *SOCIAL STUDIES AND CLASSROOM-BASED ASSESSMENT*

### Outcomes-Based Learning and Assessment

**"The purpose of summative assessment is to prove learning, while the purpose of formative assessment is to improve learning."**

—David Pratt

Manitoba curricula reflect outcome-based learning. Outcomes-based learning is concerned with what students know and are able to do rather than with what material is "covered." The general and specific learning outcomes identify the knowledge, skills, and values that Senior 2 students are expected to achieve. These learning outcomes are end-of-course expectations (i.e., students are expected to achieve and to demonstrate them by the end of the course).

Assessment is an integrated and essential component of sound instruction. Assessment is the systematic process of gathering information about what students know and are able to do. It includes collecting, interpreting, and communicating results related to students' progress and achievement.

### Purpose of Assessment

The purpose of classroom-based assessment is to enhance student learning. Research continues to demonstrate that ongoing formative assessment contributes more significantly to learning than the more traditional focus on summative assessment, which is often referred to as assessment *of* learning. Formative assessment, also described as assessment *for* learning and/or assessment *as* learning, is most effective when it involves both the student and the teacher, and takes place throughout the learning process.

Each type of assessment serves a purpose and contributes to student success in social studies. Classroom-based assessment *for* learning allows students and teachers to determine what students have learned, and what they need to learn next. Students need frequent opportunities for meaningful and relevant feedback. Descriptive or narrative feedback—that which includes analytical questions and constructive comments—provides information to students that they may use to adjust their learning processes, and is more helpful to them than a numerical or alphabetical grade. Assessment

that is ongoing and meaningful provides opportunities for students to become reflective learners—to synthesize their learning, to solve problems, to apply their learning in authentic situations, and to better understand their learning processes—as well as opportunities for teachers to become reflective practitioners. Assessment *of* learning that takes place at the end of a cluster, or at the end of a term or year, provides important information about student progress and achievement, as well as instructional effectiveness. This information is usually shared with parents via report cards.

It is important that the purpose of assessment (*of* or *for* learning), as well as how assessment information will be used, is clear to both teachers and students. With a clearly understood purpose, students are encouraged to take more responsibility for their learning, and are better able to focus their efforts, while teachers can better select the instruction and assessment strategies and student learning resources that will improve student achievement.

**Activating:** How will students be prepared for learning?

**Acquiring:** What strategies facilitate learning for groups and individuals?

**Applying:** How will students demonstrate their understanding?

### Assessment and the Stages of Learning

Much of what goes on in classrooms can be described as assessment, and assessment takes place in each of the three stages of learning: activating, acquiring, and applying. Assessment at each stage benefits students and teachers.

Assessment during the **activating** stage prepares both teachers and students for the learning process, identifying gaps and strengths in student prior knowledge, and informing future instruction.

Assessment during the **acquiring** stage provides feedback as learning takes place, and allows teachers and students to make adjustments to strategies and activities. Well-timed, meaningful feedback as they are learning helps students improve the quality of their work and reach their learning goals. Assessment at this stage also allows for the gathering of evidence of student learning.

Assessment during the **applying** stage focuses on students using new understandings in meaningful and authentic ways. Authentic tasks are those that have worthwhile purposes and replicate as closely as possible the context in which knowledge, values, or skills will be applied beyond the classroom. Ideally, students should demonstrate their learning, and the relevance and importance of their learning, for real audiences and real purposes.

Information gathered at each of the three stages of learning is useful for teacher and student reflection regarding changes and adaptations to learning strategies, and in the selection of student learning resources. (See Figure 2: *Assessment at Different Stages of Learning*.)

| Assessment at Different Stages of Learning | | |
|---|---|---|
| | **Students** | **Teachers** |
| **Activating Stage** | Assessment in the activation stage helps **students**<br>• "set the stage" and to mentally plan and prepare for new learning<br>• identify the focus of new learning<br>• identify what they already know about a topic<br>• gain interest in a new topic | Assessment in the activation stage helps **teachers**<br>• identify gaps, strengths, misconceptions, and faulty information in student prior knowledge<br>• identify student interests<br>• provide a focus for planning instructional strategies and the selection of student learning resources<br>• determine which instructional approaches or resources need to be implemented or adapted |
| **Acquiring Stage** | Assessment during the acquiring stage helps **students**<br>• become aware of the progress and the degree of understanding they are achieving<br>• experience and adapt different approaches and strategies that facilitate their learning<br>• identify what further learning they need to undertake<br>• improve as they practise | Assessment during the acquiring stage helps **teachers**<br>• revise learning strategies to meet evolving student needs<br>• monitor student growth and progress, and determine whether students are achieving specific learning outcomes (SLOs)<br>• determine if individual students need additional support or further learning opportunities to achieve SLOs<br>• identify which learning outcomes need to be the focus of subsequent instruction and assessment<br>• gather evidence of student growth, which may be used for reporting |
| **Applying Stage** | Assessment during the applying stage helps **students**<br>• become aware of their growth and achievement, and celebrate their successes<br>• identify their strengths, as well as areas needing further growth<br>• deepen their understandings as they make connections and reflect on their learning, and apply new ideas in meaningful and authentic ways | Assessment during the applying stage helps **teachers**<br>• be fully aware of student understanding and achievement of learning outcomes<br>• identify student strengths and areas needing further learning<br>• provide evidence of student growth and achievement for reporting to parents and administrators<br>• reflect on their teaching practices in order to identify changes and revisions to learning strategies |

**Figure 2:** Assessment at Different Stages of Learning

## Collecting Assessment Information

There are five characteristics of classroom assessment that support learning and increased student achievement (Davies, 2001):

1. Students are involved.
2. Students receive specific, descriptive feedback about learning during the learning.
3. Students communicate evidence of their learning to others.
4. Teachers adjust instruction in response to ongoing assessment information.
5. A safe learning environment invites further risk taking, mistake making, and learning.

Assessment of student learning is a complex and interactive process. At various times it involves teacher and/or student decision making, student self- and peer assessment, teacher observation of students, student-teacher dialogue, student reflection, and teacher reflection. Each stage of learning and assessment generates information about student needs, growth, and achievement, as well as information related to teaching and learning strategies and the appropriateness of student learning resources.

Collecting information about student learning helps build a positive learning environment and contributes to positive classroom relationships. Teachers use information they gather about their students to scaffold instruction, and to make decisions about the strategies and learning resources that will contribute to successful student learning. When assessment information is shared with students, they are better able to manage and take responsibility for their own learning—setting goals and identifying how they will achieve those goals.

Teachers learn about student progress through day-by-day observation of students in action, as well as through more formal activities, including projects, performances, tests, and examinations. Teachers cannot possibly assess all students, all the time, and should consider a number of factors when determining how to focus their assessment observations. These factors include, among others, the nature of the learning outcomes; the structure of the learning activity (e.g., individual, small group, whole class); the time of year; and the stage of student development. Teachers may choose to focus assessment observation on one or two students or on a small group at any one time to monitor their growth and progress at different stages of their learning.

No matter what the type, every assessment activity should be based on criteria that are shared with students *before* they engage in learning. As well, having students participate in constructing assessment criteria further contributes to their success. When students know in advance what is to be assessed, and when their performances are compared to predetermined criteria (and to their prior performances), students are better able to concentrate their efforts and focus their learning.

Additionally, students need to be aware of what success looks like. Providing students with exemplars from previous years provides them with a model to strive toward, and assists them in reaching their learning goals.

## Assessment Tools and Strategies

Just as diverse instructional strategies are important, so too are a variety of assessment tools and strategies. There are three types of learning outcomes in social studies—knowledge, values, and skills—and assessment needs to be congruent with each type of learning.

Tools and methods include asking questions, observing students engaged in learning experiences and processes, examining student work, conferencing with students about work in progress, engaging students in peer assessment and self-assessment.

Figure 3 on the following page identifies some assessment tools and methods appropriate for ongoing assessment. Formal tools such as rubrics may be more appropriate for assessment *of* learning that takes place at the end of a cluster or term.

| Assessment Tools and Methods | |
|---|---|
| **Observation of Skills and Processes** | **Tests, Products, and Performances** |
| Teacher assessment:<br>• checklists and rating scales<br>• anecdotal records<br>• conferences and interviews<br>• review of work in progress | Teacher assessment:<br>• rubrics and marking scales<br>• conferences<br>• portfolios |
| Student peer assessment and self-assessment:<br>• checklists and rating scales<br>• logs and journals | Student peer assessment and self-assessment:<br>• checklists<br>• reflective journals<br>• portfolios |

**Figure 3:** Assessment Tools and Methods

## Self-Assessment and Reflection

Classroom-based assessment provides opportunities for both students and teachers to reflect on, and to enhance, the learning process.

When students are empowered to engage in self-assessment and reflection, they make better choices and assume more responsibility for their learning. Self-assessment significantly increases learning by promoting critical thinking and by allowing students to take ownership of their learning. They are better able to observe and analyze patterns in their thinking, to appraise their strengths, and to set realistic goals for themselves.

**Student autonomy and responsibility is enhanced when students**
- identify their learning goals
- help create assessment criteria
- select products and performances for their portfolios to demonstrate their learning
- engage in peer assessment
- are provided with self-assessment tools (e.g., checklists, learning logs, reflection journals, portfolios)

**Language to encourage self-assessment**
Students
- I think I need to…
- I also want to…
- I was thinking that…
- I wonder…
- Next time I would…

Teachers
- Why did you choose to…?
- What options did you consider…?
- What changed in your thinking?

As teachers engage in regular conversations with students about their learning, teachers gain essential information to plan for the needs of individual learners.

Assessment, including student self-assessment, is facilitated when students are made to feel safe, secure, involved, and that their individual learning needs are being met. When assessment is equitable (i.e., focused on student growth and progress instead of student deficits, and **not** used for discipline or classroom control), student autonomy, responsibility, and motivation greatly increase. Students need to be encouraged to do their best as they learn, but also to take risks and not to be afraid of making mistakes. Self-assessment depends on student empowerment. Empowerment needs to begin before any actual learning takes place, and continue through to the summative assessment stage.

Students who are empowered and autonomous learners are involved in the initial decision making about learning, expressing ideas about what and how they will learn. They plan their personal learning goals, decide how they will demonstrate their learning, and select products and performances for their portfolios, all in collaboration with their peers and/or teachers. Throughout the process, teachers engage students in critical dialogue about their decisions and their progress. Figure 4: *Student Empowerment in the Learning Process* illustrates this critical dialogue.

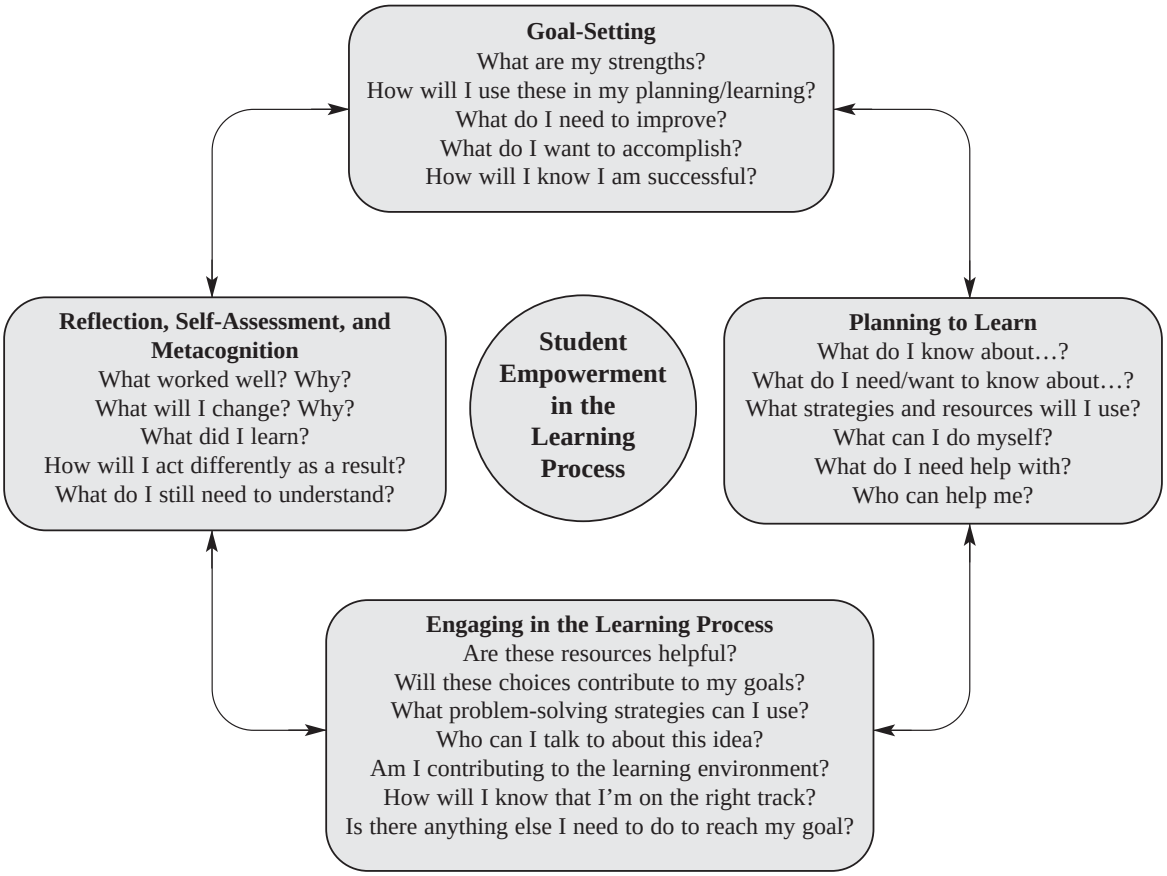



**Figure 4:** Student Empowerment in the Learning Process

### Teacher Reflection

Teacher reflection is also essential to effective pedagogy, and there is no teaching tool or strategy more important than critical consciousness. As teachers assess and reflect on their instructional practices, and as they engage students in dialogue about learning, they become aware of student needs and are better able to adjust planning and teaching—*before*, *during*, and *after* learning.

*Before learning begins*, teachers engage students in strategies to activate learning. This provides opportunities for teachers to observe students, to assess their prior knowledge, and to make initial adjustments to the learning process that is about to begin.

*Once learning is underway*, teachers continuously observe students and engage them in dialogue about their learning. They are aware of changing student needs, and adapt and adjust learning strategies as needed.

**Teacher as reflective practitioner**

- Which strategies best met the needs of the group? Of individuals?
- How did the students respond?
- What will I change? add? delete?

Finally, *when all of the learning and assessing activities have been completed*, teachers critically reflect on the whole learning process, evaluating their strategies and approaches, and deciding what changes need to be made for next time.

## Characteristics of Effective Social Studies Assessment

Effective assessment assists learning and

1. is congruent with instruction
2. is based on authentic tasks
3. uses a wide variety of tools and methods
4. is based on criteria that students know and understand
5. is a collaborative process involving students
6. focuses on what students have learned and can do
7. is ongoing and continuous

### 1. Effective assessment is congruent with instruction

Assessment requires teachers to be continually aware of the purpose of instruction: What do I want my students to learn? What can they do to show they have learned it?

How teachers assess depends on what they are assessing—whether they are assessing knowledge, skills, or values.

- **Knowledge:** Knowledge, or information, is the most straightforward type of learning to measure with traditional tools; unfortunately, all that is being measured is fact-based recall. The purpose of fostering an understanding and appreciation of geographic issues of the 21st century is not met if students simply memorize information. What is more important is whether students understand and are able to apply this knowledge. The challenge teachers face is to design tools that test the application of knowledge.
- **Skills:** Tools that are designed to test knowledge do not necessarily effectively assess skills, strategies, and processes. For example, rather than trying to infer student processes by looking at final products, teachers assess students' skills and processes by observing them in action, by discussing students' skills and strategies with them in conferences and interviews, and by gathering data from student reflection and self-assessment.
- **Values:** Values are implicit in what students say and do, and are not always measurable in the same way that knowledge outcomes are measurable. Similar to skills, values are best assessed by observing students in action, looking for behavioural indicators as expressions of student values, and engaging students in critical dialogue.

Ryan, Connell, and Deci (1985) found that assessment that is perceived as a tool for controlling student behaviours, as a way of meting out rewards and punishments rather than providing feedback on student learning, reduces student motivation.

A significant aspect of social studies is the development of values related to active democratic citizenship. The values related to citizenship do not apply solely within the confines of the classroom; a number of social studies learning outcomes refer to student attitudes and behaviours in groups and communities beyond the school. In those cases, assessment will include not only student self-assessment, but self-reporting.

In general, there are three main sources for teachers to gather student assessment evidence:

- observations of student learning (including students' interactions with peers)
- observation and evaluation of student products and performances
- one-to-one conversations with students about their learning, including information gathered from self- and peer assessment

Assessment is intended to inform students of the programming emphasis and to help them to focus on important aspects of learning. If teachers assess only the elements that are easiest to measure, students may focus on only those things.

### 2. Effective assessment is based on authentic tasks

Assessment tasks should be authentic and meaningful—tasks worth doing for their own sake. Through assessment, teachers discover whether students can use the knowledge, skills, and resources to achieve worthwhile purposes. Therefore, teachers are encouraged to design tasks that replicate the context in which knowledge and skills will be applied beyond the classroom. As often as possible, students should be encouraged to communicate their knowledge and ideas for real audiences and real purposes, related to real social studies issues.

Authentic assessment tasks are not only tests of the information students possess, but also of the way their understanding of a topic has deepened, and of their ability to apply their learning.

### 3. Effective assessment uses a wide range of tools and methods

In order to create a comprehensive profile of student progress, teachers gather data by different means over numerous occasions. Student profiles may involve both students and teachers in data gathering and assessment.

### 4. Effective assessment is based on criteria that students know and understand

Assessment criteria must be clearly established and made explicit to students before an assignment or test so that students can focus their efforts appropriately. Each assessment should test only those learning outcomes that have been targeted and that have been identified to students. In addition, whenever possible, students need to be involved in developing assessment criteria.

Students should clearly understand what the successful accomplishment of each proposed task looks like. Models of student work from previous years and other exemplars help students in developing personal learning goals.

### 5. Effective assessment is a collaborative process involving students

The ultimate goal of assessment is to enable students to assess themselves. The gradual increase of student responsibility for assessment is part of developing students' autonomy as lifelong learners. Assessment should decrease, rather than foster, students' dependence on teachers' comments for direction in learning, and reduce student reliance on marks for validation of their accomplishments.

Additionally, assessment enhances students' metacognitive abilities. It helps them make judgements about their own learning and provides them with information for goal setting and self-monitoring.

Teachers increase students' responsibility for assessment by

- requiring students to select products and performances to demonstrate their learning
- involving students in developing assessment criteria whenever possible
- involving students in peer assessment—informally through peer conferences and formally through using checklists
- having students use tools for reflection and self-assessment (e.g., self-assessment checklists, learning logs, identification and selection of goals, and self-assessment of portfolio items)
- establishing a protocol for students who wish to challenge a teacher-assigned mark (Formal appeals provide opportunities for students to examine their performance in light of the assessment criteria.)

### 6. Effective assessment focuses on what students have learned and can do

Assessment must be equitable; it must offer opportunities for success to every student. Effective assessment demonstrates the knowledge, skills, and values of each student and the progress the student is making, rather than simply identifying deficits in learning.

To assess what students have learned and can do, teachers need to use a variety of strategies and approaches:

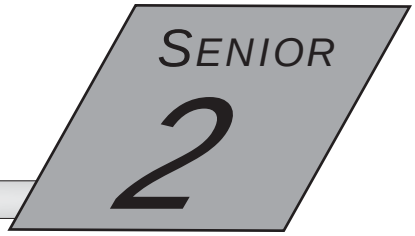
- Use a wide range of instruments to assess the various expressions of each student's learning (i.e., oral, written, et cetera).
- Provide students with opportunities to learn from feedback and to practise, recognizing that not every assignment will be successful, nor will it become part of end-of-cluster or end-of-term assessment.
- Examine several pieces of student work in assessing any particular learning outcome or group of outcomes to ensure that the data collected are valid bases for making generalizations about student learning.
- Develop complete student profiles by using information from *learning outcome-referenced assessment*, which compares a student's performance to predetermined criteria, and *self-referenced assessment*, which compares a student's performance to his or her prior performance.
- Avoid using assessment for purposes of discipline or classroom control.
- Allow students, when appropriate and possible, to choose how they will demonstrate their competence.
- Use assessment tools appropriate for assessing individual and unique products, skills, and performances.

### 7. Effective assessment is ongoing and continuous

Ongoing classroom-based assessment that is woven into daily instruction

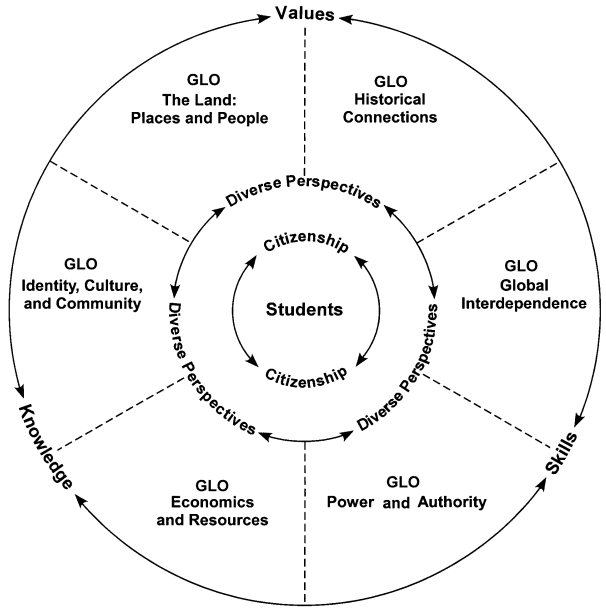
- offers students frequent opportunities for feedback
- allows them to modify their learning approaches and methods
- helps them observe their progress. Teachers provide informal assessment by questioning students and offering comments. They also conduct formal assessments at various stages of learning.

# SECTION 2:
# KINDERGARTEN TO SENIOR 4
# SOCIAL STUDIES: OVERVIEW



## Social Studies Components and Structure

The following conceptual map illustrates key components upon which the Manitoba social studies curriculum is based.




**Essential Elements to Be Integrated into Manitoba Curricula**

- Sustainable Development
- Aboriginal Perspectives
- Resource-Based Learning
- Differentiated Instruction
- Gender Fairness
- Subject-Area Connections
- Age-Appropriate Portrayals
- Human Diversity
- Anti-Racist/Anti-Bias Education

**General Learning Outcomes**

**Specific Learning Outcomes**

| Skills | Knowledge and Values |
|---|---|
| • Skills for Active Democratic Citizenship<br>• Skills for Managing Ideas and Information<br>• Critical and Creative Thinking Skills<br>• Communication Skills | (Organized into Clusters) |

**Foundation Skills to Be Integrated into Manitoba Curricula**

- Information Technology
- Problem Solving
- Human Relations
- Literacy and Communication

Conceptual Map

### Core Concept

As illustrated in the preceding Conceptual Map, the core concept of citizenship provides a focus for social studies learning for all grades. In this document, citizenship learning outcomes are incorporated into the knowledge and values outcomes (clusters) for each grade.

### Diverse Perspectives

The concept of diversity is integrated throughout the social studies curriculum. Knowledge and values outcomes are inclusive of diverse perspectives and encourage critical consideration of differing points of view as students engage in purposeful dialogue with others.

## General and Specific Learning Outcomes

This document contains both general and specific learning outcomes. The **general learning outcomes** are broad statements that provide a conceptual structure for social studies, and are the basis for the specific learning outcomes in each grade. **Specific learning outcomes** are

statements that describe the **skills, knowledge**, and **values** that students are expected to achieve in each grade. These three types of specific learning outcomes are interdependent and are intended to be integrated throughout the social studies learning process.

The six general learning outcomes (see page 17), which are the basis for the specific learning outcomes in each grade, are:

- **Identity, Culture, and Community:** Students will explore concepts of identity, culture, and community in relation to individuals, societies, and nations.
- **The Land: Places and People:** Students will explore the dynamic relationships of people with the land, places, and environments.
- **Historical Connections:** Students will explore how people, events, and ideas of the past shape the present and influence the future.
- **Global Interdependence:** Students will explore the global interdependence of people, communities, societies, nations, and environments.
- **Power and Authority:** Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.
- **Economics and Resources:** Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations.

## Skills Learning Outcomes

Social studies involves the development of discipline-related skills, including inquiry and research skills and methods, historical thinking, and geographic thinking. Social studies provides students with opportunities to refine the skills and competencies developed in other subject areas, such as skills in communication and media literacy, collaboration and cooperation, critical and creative thinking, problem solving, and decision making. As students apply these skills to complex social studies problems that may or may not have solutions, they develop competencies integral to active democratic citizenship.

Skills learning outcomes (see page 20) are organized into four categories:

- Skills for Active Democratic Citizenship
- Skills for Managing Information and Ideas
- Critical and Creative Thinking Skills
- Communication Skills

In this document, a list of grade-specific skills appears at the beginning of the grade description. The skills are also integrated in each learning activity in every grade.

## Knowledge and Values Learning Outcomes

Knowledge learning outcomes and values learning outcomes are intended to complement one another. Both are presented under each of the six general learning outcomes at the beginning of a grade, and are also grouped according to essential ideas within the learning experiences.

## Kindergarten to Senior 2: Skill Categories and Cluster Titles

The charts on the following pages provide an overview of the grouping of specific learning outcomes into clusters for instruction.

## Kindergarten to Grade 5 Social Studies: Skill Categories and Cluster Titles

| Grade | Kindergarten<br>***Being Together*** | Grade 1<br>***Connecting and Belonging*** | Grade 2<br>***Communities in Canada*** | Grade 3<br>***Communities of the World*** | Grade 4<br>***Manitoba, Canada, and the North: Places and Stories*** | Grade 5<br>***Peoples and Stories of Canada to 1867*** |
|---|---|---|---|---|---|---|
| **Skills Outcomes** | Active Democratic Citizenship | | Managing Information and Ideas | Critical and Creative Thinking | | Communication |
| **Knowledge and Values Outcomes** | Organized by Clusters<br>Include the Core Concept of Citizenship | | | | | |
| **Cluster 1** | *Me* | *I Belong* | *Our Local Community* | *Connecting with Canadians* | *Geography of Canada* | *First Peoples* |
| **Cluster 2** | *The People around Me* | *My Environment* | *Communities in Canada* | *Exploring the World* | *Living in Canada* | *Early European Colonization (1600 to 1763)* |
| **Cluster 3** | *The World around Me* | *Connecting with Others* | *The Canadian Community* | *Communities of the World* | *Living in Manitoba* | *Fur Trade* |
| **Cluster 4** | | | | *Exploring an Ancient Society* | *History of Manitoba* | *From British Colony to Confederation (1763 to 1867)* |
| **Cluster 5** | | | | | *Canada's North* | |

*(continued)*

**Grade 6 to Senior 2 Social Studies: Skill Categories and Cluster Titles *(continued)***

| Grade | Grade 6<br>***Canada: A Country of Change (1867 to Present)*** | Grade 7<br>***People and Places in the World*** | Grade 8<br>***World History: Societies of the Past*** | Senior 1<br>***Canada in the Contemporary World*** | Senior 2<br>***Geographic Issues of the 21st Century*** |
|---|---|---|---|---|---|
| **Skills Outcomes** | Active Democratic Citizenship | Managing Information and Ideas | | Critical and Creative Thinking | Communication |
| **Knowledge and Values Outcomes** | Organized by Clusters<br>Include the Core Concept of Citizenship | | | | |
| **Cluster 1** | *Building a Nation (1867 to 1914)* | *World Geography* | *Understanding Societies Past and Present* | *Diversity and Pluralism in Canada* | *Geographic Literacy* |
| **Cluster 2** | *An Emerging Nation (1914 to 1945)* | *Global Quality of Life* | *Early Societies of Mesopotamia, Egypt, or the Indus Valley* | *Democracy and Governance in Canada* | *Natural Resources* |
| **Cluster 3** | *Shaping Contemporary Canada (1945 to Present)* | *Ways of Life in Asia, Africa, or Australasia* | *Ancient Societies of Greece and Rome* | *Canada in the Global Context* | *Food from the Land* |
| **Cluster 4** | *Canada Today: Democracy, Diversity, and the Influence of the Past* | *Human Impact in Europe or the Americas* | *Transition to the Modern World (Circa 500 to 1400)* | *Canada: Opportunities and Challenges* | *Industry and Trade* |
| **Cluster 5** | | | *Shaping the Modern World (Circa 1400 to 1850)* | | *Urban Places* |

## General and Specific Learning Outcomes

Citizenship is the core concept of social studies in Manitoba. Students will find that citizenship touches many of the activities and lessons that they encounter. Specific learning outcomes elaborate on the core concept of citizenship, the six general learning outcomes, and social studies skills.

## Core Concept: Citizenship

*Students will develop the knowledge, skills, and values necessary to become responsible, democratic citizens who are actively engaged in their local, national, and global communities.*

Citizenship education is fundamental to living in a democratic society. A critical consideration of citizenship provides students with opportunities to explore democratic values, and to determine their responsibilities and rights as participants in civil society. Students explore the complexities of citizenship in Canada and in the global context, as well as environmental citizenship, including sustainable development, and citizenship for the future.

This exploration of citizenship helps students develop the knowledge and skills they need to live with others, to understand social change, and to support and promote social well-being. As they engage in public dialogue and debate, students enhance their understanding of citizenship, and are empowered to be active democratic citizens who contribute to the local, national, and global communities to which they belong.

The specific learning outcomes within the core concept of citizenship include geographic aspects of citizenship.

In addition to the specific learning outcomes designated as Citizenship (C) learning outcomes, refer to the social studies skills outcomes and, in particular, the Skills for Active Democratic Citizenship (p. 55). Also note that all of the knowledge and values specific learning outcomes provide students with the knowledge, skills, and values they require for active, responsible citizenship.

*Students will...*

| | | | |
|---|---|---|---|
| KC-001 | Give examples of ways in which geographic knowledge and understanding can inform decision making. | VC-001 | Value the importance of geographic knowledge and understanding in making informed decisions. |
| KC-002 | Describe sustainability issues related to natural resource extraction and consumption. | | |

## General Learning Outcomes

### Identity, Culture, and Community

*Students will explore concepts of identity, culture, and community in relation to individuals, societies, and nations.*

Many factors influence identity and life in communities, including culture, language, history, and shared beliefs and values. Identity is subject to time and place, and is shaped by a multiplicity of personal, social, and economic factors. A critical consideration of identity, culture, and community provides students with opportunities to explore the symbols and expressions of their own and others' cultural and social groups. Through a study of the ways in which people live together and express themselves in communities, societies, and nations, students enhance their understanding of diverse perspectives and develop their competencies as social beings. This process enables them to reflect upon their roles as individuals and citizens so as to become contributing members of their groups and communities.

The specific learning outcomes within Identity, Culture, and Community include concepts such as human interaction and interdependence, cultural diversity, national identities, and pluralism.

*Students will...*

| | |
|---|---|
| KI-003 | Explain the relationship between place and identity. |
| KI-004 | Identify Aboriginal perspectives and rights regarding natural resources and their use.<br>*Examples: perspectives—sacred, caretaking; resources—land claims, fishing and hunting rights, mineral rights...* |
| KI-005 | Identify human factors affecting the production and use of various types of food.<br>*Examples: cultural, economic, political, environmental, marketing...* |
| KI-006 | Give examples of increasing involvement of Aboriginal peoples in business and industry in Canada.<br>*Examples: eco-tourism, APTN (media production), airlines...* |
| KI-007 | Analyze urban social issues. |
| VI-002 | Appreciate the importance of place to their identity. |
| VI-003 | Be willing to consider diverse views regarding the use of natural resources. |
| VI-004 | Value the social diversity of urban centres. |

### The Land: Places and People

*Students will explore the dynamic relationships of people with the land, places, and environments.*

People exist in dynamic relationships with the land. The exploration of people's relationships with places and environments creates an understanding of human dependence and impact upon the natural environment. Students explore how spatial and physical characteristics of the environment affect human life, cultures, and societies. They consider how connections to the land influence their identities and define their roles and responsibilities as citizens, locally, nationally, and globally.

The specific learning outcomes within The Land: Places and People focus on geographic understanding and skills, and concepts such as sustainability, stewardship, and the relationship between people and the land.

*(continued)*

*Students will...*

| | |
|---|---|
| KL-008 | Define the term geography. |
| KL-009 | Identify elements of physical and human geography. |
| KL-010 | Describe the relationship between physical and human geography. |
| KL-011 | Locate major physical features on a map of North America. |
| KL-012 | Locate international political divisions on a map of North America. |
| KL-013 | Locate provinces, territories, and capital cities on a map of Canada. |
| KL-014 | Explain the concept of global environmental types as physical geographic regions that are composites of climate, vegetation, and soils.<br>*Examples: savanna, temperate, tropical rain forest, deserts...* |
| KL-015 | Identify global environmental types on a map of the world. |
| KL-016 | Locate on a map of Manitoba global environmental types found in Manitoba. |
| KL-017 | Identify on a map of the world major population clusters and explain the relationship between population and global environmental types. |
| KL-018 | Explain the importance of stewardship in the preservation of the Earth's complex environment. |
| KL-019 | Identify major natural resources on a map of the world, a map of North America, and a map of Canada.<br>*Include: water, forestry, fossil fuels, metallic and non-metallic minerals.* |
| KL-020 | Identify the major food production areas on a map of the world and a map of Canada. |
| KL-021 | Identify physical conditions required to produce major food crops.<br>*Examples: topography, soil, climate, water...* |
| KL-022 | Explain ways in which natural and human-caused phenomena affect food production. |
| KL-023 | Describe the impact of various agricultural practices on the physical environment.<br>*Examples: soil erosion, water quality, soil fertility...* |
| KL-024 | Identify on a map of the world Canada's major trading partners and major products traded. |
| KL-025 | Identify major manufacturing regions on a map of the world and on a map of North America. |
| KL-026 | Use examples to distinguish among rural, urban, and remote places. |
| KL-027 | Locate major urban centres on a map of the world and on a map of North America. |
| KL-028 | Identify factors that influence the location of urban centres. |
| KL-029 | Describe the impact of urbanization on Canadian ways of life. |
| KL-030 | Describe urban environmental and economic issues.<br>*Examples: land use, relationship to hinterland, infrastructure...* |
| KL-031 | Describe the role of urban planning and use examples to illustrate its importance. |

*(continued)*

## The Land: Places and People *(continued)*

| | | | |
|---|---|---|---|
| VL-005 | Respect the Earth as a complex environment in which humans have important responsibilities. | VL-007 | Be willing to consider the merits of living in rural, urban, and remote places. |
| VL-006 | Be willing to consider the environmental consequences of their food choices. | | |

## Historical Connections

*Students will explore how people, events, and ideas of the past shape the present and influence the future.*

The past shapes who we are. An exploration of Canadian and world history enables students to acquire knowledge and appreciation of the past, to understand the present, and to live with regard for the future. An important aspect of this process is the disciplined investigation and interpretation of history. Students learn to think historically as they explore people, events, ideas, and evidence of the past. As they reflect upon diverse perspectives, personal narratives, parallel accounts, and oral and social histories, students develop the historical understanding that provides a foundation for active democratic citizenship.

The specific learning outcomes within Historical Connections enable students to develop an interest in the past, and focus on chronological thinking, historical understanding, and concepts such as progress, decline, continuity, and change.

*Students will...*

| | | | |
|---|---|---|---|
| KH-032 | Recognize that the study of geography includes the study of change over time. | KH-034 | Give examples of ways in which food production has changed over time.<br>*Examples: soil conservation strategies, technological change...* |
| KH-033 | Identify factors that influence the changing use of natural resources over time.<br>*Examples: technology, culture...* | | |

## Global Interdependence

*Students will explore the global interdependence of people, communities, societies, nations, and environments.*

People, communities, societies, nations, and environments are interdependent. An exploration of this interdependence enhances students' global consciousness and helps them develop empathy with respect to the human condition. Students critically consider diverse perspectives as they examine the connections that link local, national, and global communities. Consideration of global connections enables students to expand their knowledge of the world in which they live and to engage in active democratic citizenship.

The specific learning outcomes within Global Interdependence focus on human rights and responsibilities, diversity and commonality, quality of life and equity, globalization, sustainable development, international cooperation and conflict, and global environmental concerns.

*Students will...*

| | |
|---|---|
| KG-035 | Identify implications of more-developed countries extracting resources from less-developed countries.<br>*Examples: social, political, economic, environmental...* |
| KG-036 | Describe issues related to freshwater and saltwater food resources. |
| KG-037 | Give examples of the potential impact of climate change on food production. |
| KG-038 | Identify issues relating to scarcity and distribution of food. |
| KG-039 | Define the concept of globalization and identify related social issues. |
| VG-008 | Be willing to consider the social and environmental impacts of their consumer choices. |

## Power and Authority

*Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.*

Power and authority influence all human relationships. Students critically examine the distribution, exercise, and implications of power and authority in everyday life and in formal settings. They consider diverse forms of governance and leadership, and inquire into issues of fairness and equity. This exploration helps students develop a sense of personal empowerment as active democratic citizens.

The specific learning outcomes within Power and Authority include concepts such as political structures and decision making, governance, justice, rules and laws, conflict and conflict resolution, and war and peace.

| | |
|---|---|
| KP-040 | Describe ways in which various globes, maps, and map projections may influence perceptions.<br>*Examples: relative size and position; power, sovereignty...* |
| KP-041 | Identify ways in which competing interests and needs influence control and use of the land and natural resources in Canada.<br>*Examples: mining, forestry, water...* |
| KP-042 | Identify reasons for the emergence of particular cities as centres of power and wealth.<br>*Include: London, Tokyo, New York.* |
| VP-009 | Be willing to consider the implications of personal choices regarding natural resources. |
| VP-010 | Be willing to consider the economic and political influence of their food choices.<br>*Examples: food fashions, food aid, food shortages...* |

## Economics and Resources

*Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations. The management and distribution of resources and wealth have a direct impact on human societies and quality of life. Students explore the effects of economic interdependence on individuals, communities, and nations in the global context. They examine economic factors that affect decision making, the use of resources, and the development of technologies. As students explore diverse perspectives regarding human needs, wants, and quality of life, they critically consider the social and environmental implications of the distribution of resources and technologies, locally, nationally, and globally.*

The specific learning outcomes within Economics and Resources include concepts such as trade, commerce, and industry, access to resources, economic disparities, economic systems, and globalization.

| | |
|---|---|
| KE-043 | Identify the changing nature of farming on the prairies and describe social and economic implications for communities. |
| KE-044 | Identify the stages involved in food production and distribution.<br>*Include: growing, processing, transportation, and marketing.* |
| KE-045 | Identify issues related to genetic modification of plants and animals. |
| KE-046 | Define the term industry and give examples of primary, secondary, tertiary, and quaternary industries. |
| KE-047 | Identify factors that determine the location of industry.<br>*Examples: energy, raw materials, transportation, labour, markets, government policies...* |
| KE-048 | Use examples to describe advantages and disadvantages of locating a manufacturing industry in a particular area. |
| KE-049 | Identify current issues related to industry and trade.<br>*Include: sustainable development, balance of trade.* |
| KE-050 | Use Canadian examples to describe the major functions of urban places.<br>*Examples: administration, service, tourism, transportation...* |
| KE-051 | Identify issues related to urban growth and decline. |
| VE-011 | Be willing to consider the economic implications of their consumer choices. |
| VE-012 | Appreciate the interdependence between urban centres and hinterlands. |

## Social Studies Skills

Social studies skills for Kindergarten to Senior 4 are grouped into four categories:

- Skills for Active Democratic Citizenship
- Skills for Managing Ideas and Information
- Critical and Creative Thinking Skills
- Communication Skills

## Skills for Active Democratic Citizenship

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.

*Students will...*

| | | | |
|---|---|---|---|
| S-100 | Collaborate with others to achieve group goals and responsibilities. | S-104 | Seek consensus in collaborative problem solving. |
| S-101 | Use a variety of strategies in conflict resolution. | S-105 | Recognize and take a stand against discriminatory practices and behaviours. |
| S-102 | Make decisions that reflect fairness and equality in their interactions with others. | S-106 | Propose options that are inclusive of diverse perspectives. |
| S-103 | Promote actions that reflect principles of sustainability. | S-107 | Make decisions that reflect social responsibility. |

## Skills for Managing Information and Ideas

Information-management skills enable students to access, select, organize, and record information and ideas using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.

*Students will...*

| | |
|---|---|
| S-200 | Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary. |
| S-201 | Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...* |
| S-202 | Select and use appropriate tools and technologies to accomplish tasks. *Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...* |
| S-203 | Construct maps using a variety of information sources and technologies. *Examples: observation, traditional knowledge, compass, Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...* |
| S-204 | Select, use, and interpret various types of maps. |
| S-205 | Recognize and interpret various map projections. |

## Critical and Creative Thinking Skills

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and applying a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgements. These judgements include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

*Students will...*

| | |
|---|---|
| S-300 | Formulate geographic questions to plan inquiry and research. |
| S-301 | Consider the context of events, accounts, ideas, and interpretations. |
| S-302 | Draw conclusions and make decisions based on research and various types of evidence. |
| S-303 | Reconsider personal assumptions based on new information and ideas. |
| S-304 | Analyze physical material and evidence during research. |
| S-305 | Compare diverse perspectives and interpretations in the media and other information sources. |
| S-306 | Analyze prejudice, racism, stereotyping, and other forms of bias in the media and other information sources. |
| S-307 | Propose and defend innovative options or solutions to address issues and problems. |
| S-308 | Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective.<br>*Include: student-gathered data.* |
| S-309 | Observe patterns and make generalizations based on geographic inquiry. |

**Communication Skills**

Communication skills enable students to interpret and express ideas clearly and purposefully, using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.

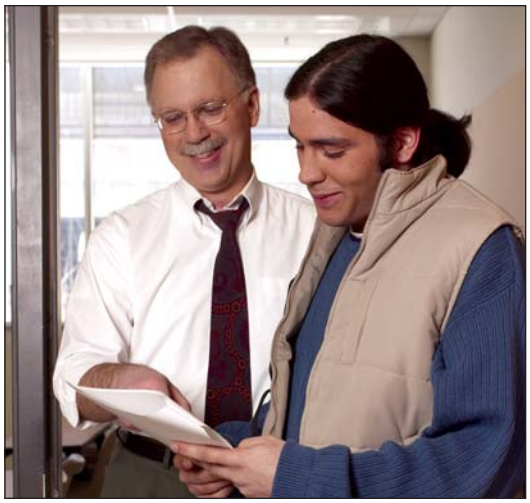
*Students will...*

| | |
|---|---|
| S-400 | Listen to others to understand their perspectives. |
| S-401 | Use language that is respectful of human diversity. |
| S-402 | Express informed and reasoned opinions. |
| S-403 | Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...* |
| S-404 | Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions. |
| S-405 | Articulate their perspectives on issues. |
| S-406 | Debate differing points of view regarding an issue. |

# SECTION 3:
# PLANNING FOR
# TEACHING AND LEARNING

SENIOR 2

## Senior 2 Students and the Learning Environment



Student learning is central to teachers' work. By their personality and professional practices, and through their day-to-day interactions with students, "teachers directly affect what students learn, how they learn, and the ways they interact with one another and the world around them" (Stronge, 2002, vii).

Research on effective and caring teachers (Stronge, 2002: 15) indicates the following:

- Caring teachers who know their students create relationships that enhance the learning process.
- Effective teachers consistently emphasize their love for children as one key element in their success.
- Teachers who create a supportive and warm classroom climate tend to be more effective with all students.
- Caring teachers are intentionally aware of student cultures outside the school.
- Caring teachers appropriately respect confidentiality issues when dealing with students.
- Caring teachers regard the ethics of care and learning as important in educating students to their full potential.

## Characteristics of Senior 2 Learners and Their Implications

If a symbolic line could be drawn between childhood and adulthood, it would be drawn for many students during their Senior 2 year. These students begin to assume many of the responsibilities associated with maturity. Many take their first part-time job. Many embark on their first serious romantic relationship. For many, acquiring a driver's licence is a significant rite of passage.

Although many Senior 2 students handle their new responsibilities and the many demands on their time with ease, others experience difficulty. Senior 2 can be a key year for at-risk students. External interests may seem more important than school. Because of their increased autonomy, students who previously had problems managing their behaviour at school may now express their difficulties through poor attendance, alcohol and drug use, or other behaviours that place them at risk. Students struggling to control their lives and circumstances may make choices that seem to teachers to be contrary to their best interests. Being aware of what their students are experiencing outside school is important for teachers at every level.

Although the huge developmental variance evident in Grade 6 through Senior 1 is narrowing, students in Senior 2 can still demonstrate a development range of up to three years. Adolescents also change a great deal in the course of one year or even one semester. Senior 2 teachers need to be sensitive to the dynamic classroom atmosphere and

recognize when shifts in interests, capabilities, and needs are occurring, so that they can adjust learning activities for their students.

There are, however, some generalizations that can be made about Senior 2 students. The following chart identifies some common characteristics observed in educational studies (Glatthorn, 1993; Maxwell and Meiser, 1997) and by Manitoba teachers, and discusses the implications of these characteristics for teachers.

## Senior 2 Learners: Implications for Teachers

| Characteristics of Senior 2 Learners | Accommodating Senior 2 Learners |
|---|---|
| ***Physical Characteristics*** | |
| • Some Senior 2 students, particularly males, are still in a stage of extremely rapid growth, and experience a changing body image and self-consciousness. | • Be sensitive to the risk students may feel in public performances, and increase expectations gradually. Provide students with positive information about themselves. |
| • Senior 2 students are able to sit still and concentrate on one activity for longer periods than previously, but still need interaction and variety. | • Put physical energy to the service of active learning, instead of trying to contain it. Provide variety; change the pace frequently; use kinesthetic activities. |
| • Many students come to school tired, as a result of part-time jobs or activity overload. | • Work with students and families to set goals and plan activities realistically so that school work assumes a higher priority. |
| ***Cognitive Characteristics*** | |
| • Senior 2 learners are increasingly capable of abstract thought, and are in the process of revising their former concrete thinking into a fuller understanding of principles. | • Teach to the big picture. Help students forge links between what they already know and what they are learning. |
| • Students are less absolute in their reasoning, more able to consider diverse points of view. They recognize that knowledge may be relative to context. | • Focus on developing problem-solving and critical-thinking skills. |
| • Many basic learning processes have become automatic by Senior 2, freeing students to concentrate on complex learning. | • Identify the skills and knowledge students already possess, and build the course around new challenges. Through assessment, identify students who have not mastered learning processes at Senior 2 levels, and provide additional assistance and support. |
| • Many students have developed specialized interests and expertise, and need to connect what they are learning to the world outside school. | • Encourage students to develop literacy skills through exploring areas of interest. Cultivate classroom experts, and invite students with individual interests to enrich the learning experience of the class. |

(*continued*)

## Senior 2 Learners: Implications for Teachers *(continued)*

| Characteristics of Senior 2 Learners | Accommodating Senior 2 Learners |
|---|---|
| ***Moral and Ethical Characteristics*** | |
| • Senior 2 students are working at developing a personal ethic, rather than following an ascribed set of values and code of behaviour. | • Explore the ethical meaning of situations in life and in texts. Provide opportunities for students to reflect on their thoughts in discussion, writing, or representation. |
| • Students are sensitive to personal or systemic injustice. They are often idealistic and impatient with the realities that make social change slow or difficult. | • Explore ways in which literacy activities can effect social change. |
| • Students are shifting from an egocentric view of the world to one centred in relationships and community. | • Provide opportunities for students to make and follow through on commitments, and to refine their interactive skills. |
| • Students have high standards for adult competence and consistency, and are resistant to arbitrary authority. | • Explain the purpose of every activity. Enlist student collaboration in developing classroom policies. Strive to be consistent. |
| ***Psychological and Emotional Characteristics*** | |
| • It is important for Senior 2 students to see that their autonomy and emerging independence is respected. They need a measure of control over what happens to them in school. | • Provide choice. Allow students to select many of the texts they will explore and the forms they will use to demonstrate their learning. Teach students to be independent learners. Gradually release responsibility to students. |
| • Students need to understand the purpose and relevance of activities, policies, and processes. Some express a growing sense of autonomy through questioning authority. Others may be passive and difficult to engage. | • Use students' tendency to question authority to help them develop critical thinking. Negotiate policies, and demonstrate a willingness to make compromises. Use student curiosity to fuel classroom inquiry. |
| • Students at this stage may be more reserved, aloof, and guarded than previously, both with teachers and with peers. | • Concentrate on getting to know each student early in the year. Provide optional and gradual opportunities for self-disclosure. |
| • Students with a history of difficulties in school may be sophisticated in their understanding of school procedures, and resistant to efforts to help. | • Learn to understand each student's unique combination of abilities and learning approaches. Select topics, themes, and learning opportunities that offer students both a challenge and an opportunity to succeed. Make expectations very clear. |
| • Senior 2 students have a clearer sense of identity than they had previously, and are capable of being more reflective and self-aware. | • Allow students to explore themselves through their work, and celebrate student differences. |

## Senior 2 Learners: Implications for Teachers *(continued)*

| Characteristics of Senior 2 Learners | Accommodating Senior 2 Learners |
|---|---|
| ***Social Characteristics*** | |
| • Senior 2 students continue to be intensely concerned with how peers view their appearance and behaviour. Much of their sense of self is still drawn from peers, with whom they may adopt a "group consciousness" rather than making autonomous decisions. | • Ensure that the classroom has an accepting climate. Model respect for each student. Use language activities that foster student self-understanding and self-reflection. Challenge students to make personal judgements about situations in life and texts. |
| • Peer acceptance is often more important than adult approval. Adolescents frequently express peer identification through slang, musical choices, clothing, body decoration, and behaviour. | • Foster a classroom identity and culture. Ensure that every student is included and valued. Structure learning so that students can interact with peers, and teach strategies for effective interaction. |
| • Crises of friendship and romance, and a preoccupation with sex, can distract students from academics. | • Open doors for students to learn about relationships through poetry, film, and fiction, and to explore their experiences and feelings in language. Respect confidentiality, except where a student's safety is at risk. |
| • Although Senior 2 students may have an aloof demeanour, they still expect and welcome a personal connection with their teachers. | • Nurture a relationship with each student. Try to find areas of common interest with each one. Respond with openness, empathy, and warmth. |

## Senior 2 Social Studies Learning Environment

The classroom environment affects the student learning that occurs in it. "An effective teacher plans and prepares for the organization of the classroom with the same care and precision used to design a high-quality lesson" (Stronge, 2002: 25). Teachers develop a positive classroom climate by attending to both *physical* and *non-physical components*.

*Physical components* may include the following:

- seating arrangements that reflect a student-centred philosophy and that facilitate flexible student grouping
- wall maps and globes reflecting various projections and perspectives of the world
- a classroom library, including books, atlases, periodicals, magazines, newsletters, newspapers, software and CD-ROM titles, dictionaries, thesauri, encyclopedias, manuals, fiction focusing on geographic regions and issues, flat files of material on various topics, previous tests or exams collected in binders, exemplars or samples of student work such as essays, projects, reports, or posters
- access to electronic media equipment, including overhead projector, television, videocassette player, video recorder, and GIS hardware and software
- posters, displays, murals, banners, charts, diagrams, pictures, and collages reflecting and celebrating student work and current learning focus
- posters, diagrams, and flow charts of learning processes and strategies such as inquiry process and reading/viewing/listening process to encourage students' independent and small-group learning
- storage places for student work that is completed or in progress to assist students in the assessment of their progress, in setting personal learning goals, and in developing action plans to accomplish these goals
- student input in classroom design and displays

*Non-physical components* (Cotton, 1999; Marzano, 2003; Stronge, 2002) assist teachers in building a positive learning community and may include the following:

- belief that all students are equally important in the classroom and that each student has unique qualities that contribute to the classroom learning community
- communication of interest in and attention to student interests, problems, and accomplishments
- encouragement of student efforts and development of a sense of responsibility and self-reliance
- high standards for learning for all students and provision of time, instruction, and encouragement to help **all** learners
- maximization of time for classroom learning in individual, pair, small groups, and whole-group configurations

- development of a safe, risk-free learning environment where failure to meet expectations is not penalized but is an opportunity for improving performance
- student-centred, hands-on learning strategies where students pursue learning with the assistance of the teacher and including student collaboration and co-operation
- definition and recognition of excellence in terms of learning outcomes (criterion-referenced) rather than peer comparisons (norm-referenced)
- clear and focused instruction, including orientation of students to lessons and clusters by providing exposition and discussion of targeted learning outcomes, sequence of varied learning activities and experiences (Activating, Acquiring, and Applying), connections between specific lessons and larger concepts, and opportunities for guided and independent practice
- routine feedback both on in-class and assignment work in terms of lesson and cluster learning outcomes, and collaboration with students in development of action plans for success

In addition, refer to "Chapter 3: Classroom Climate and Culture," *Success for All Learners: A Handbook on Differentiating Instruction* (Manitoba Education and Training, 1996).

## Planning with Learning Outcomes

"Teaching is an extraordinarily complex undertaking…. It is the process of teaching complex disciplines and processes to complex pupils" (Stronge, 2002: 62). It is an individual and a creative process involving a number of considerations on a moment-by-moment, day-by-day, week-by-week basis. Numerous elements shape the teacher's decision making. These include:

- determining student learning needs, their strengths and interests, and their learning styles and multiple intelligences
- targeting learning outcomes to focus instruction, learning, and assessment
- selecting, adapting, and developing learning and assessment strategies and learning resources
- maximizing personal teaching strengths, resources, and interests
- adjusting planning to take advantage of community and public events that provide learning opportunities

## Planning Considerations

**"Teaching is a constant stream of professional decisions made before, during, and after interaction with students: decisions which, when implemented, increase the probability of learning."**

—Madeline Hunter

- Learning outcomes are not generally taught as separate or isolated; rather, they are taught in a variety of combinations. Because knowledge (K) outcomes, skills (S) outcomes, and values (V) outcomes are frequently interdependent, teachers develop lessons and units to assist students in seeing and understanding these relationships. Furthermore, teachers help students connect the knowledge, skills, and values (targeted learning outcomes) that they learn in one lesson with those targeted in other lessons and units. As students make connections between and among what sometimes appear to be discrete pieces of knowledge, they develop a broader understanding and appreciation of the big ideas or issues that form the basis of geographic issues of the 21st century.
- Learning is recursive. Often, learning outcomes need to be addressed many times during the school year and subsequent school years. For example, students need numerous opportunities to acquire skills (S) outcomes. As they practise, refine, and internalize these, students become more confident learners.
- Each group or classroom of learners is unique. The plans for instruction, learning, and assessment will, by necessity, differ for each unique group and classroom of learners. It will also vary during the school year as teachers identify and meet the needs of individuals and groups of learners.

## Planning for Course Organization and Implementation

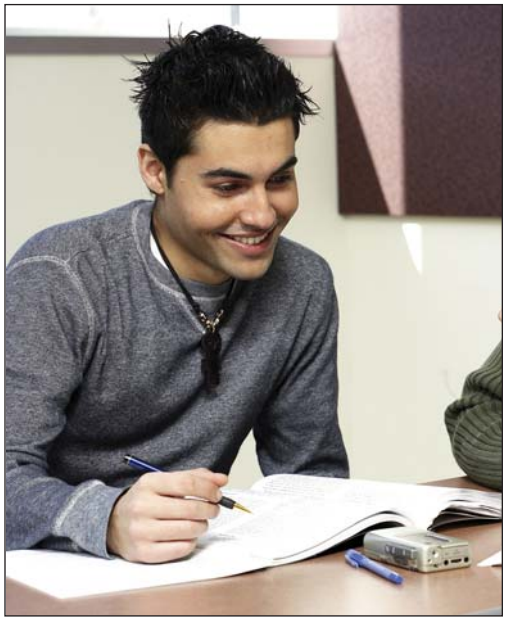
Teachers determine the organization, pace, methods, materials, and focus for learning. This document presents the Senior 2 social studies student learning outcomes in two organizational formats:

- general and specific student learning outcomes
- five clusters

While this document suggests using the latter organization, teachers may develop other configurations more appropriate to both their own teaching approach and to their students' learning needs.

Whatever configuration they select or develop, teachers keep the focus on the knowledge, skills, and values identified by Senior 2 social studies learning outcomes. They maintain high expectations for all students. They differentiate instruction by providing multiple and varied, developmentally appropriate and authentic learning tasks, activities, and resources, and they assist each student in achieving the learning outcomes.

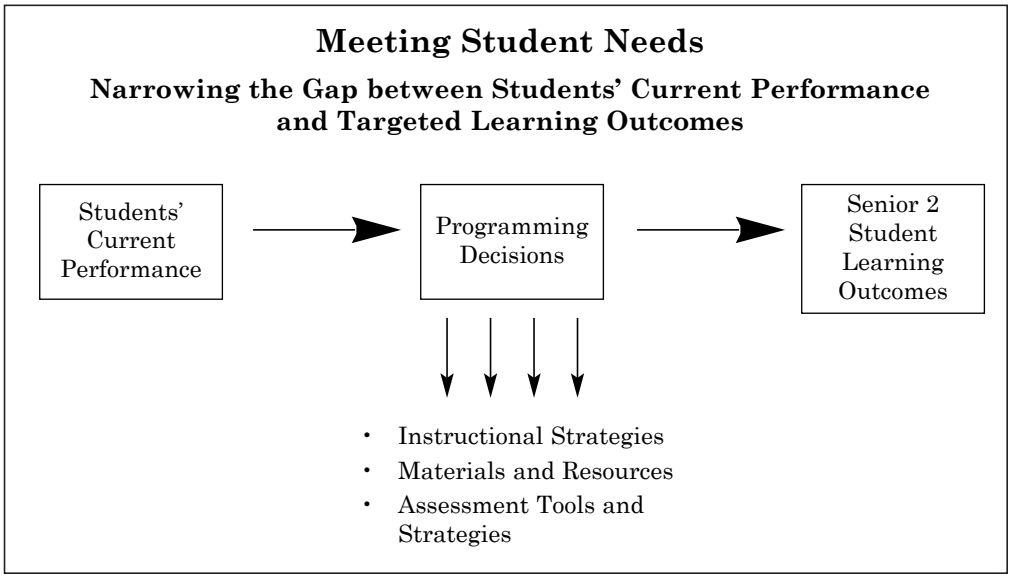
Planning a balanced Senior 2 social studies course needs to take into account the following:



- Learning outcomes are stated as end-of-year or end-of-course results. They focus on what students know and can do at the end of the year or course rather than on what material is "covered." While students may demonstrate levels of performance described by learning outcomes at particular times of the course, the learning outcomes are end-of-year/-course expectations. In most cases, teachers will assess and evaluate students' performance when the knowledge (K) and values (V) learning outcomes are learned and demonstrated at the end of a series of lessons or a cluster. Where students have additional opportunities to demonstrate these same learning outcomes (during end-of-year or -course tests, examinations, assignments, projects, et cetera), teachers need to include these later performances in the student's summative assessment. These later performances may, in fact, demonstrate greater student learning, and the teacher may consider these end-of-year or -course performances to be more accurate evaluations of students' learning and ignore previous assessments of the same learning outcomes.

  Note that while particular knowledge (K) learning outcomes and values (V) learning outcomes are frequently taught as part of one lesson, cluster, or theme, skills (S) learning outcomes are recursive. Students develop and refine these skills throughout the course. Consequently, teachers assess these formatively during much of the course, leaving summative assessment of skills toward the end of the course.

- Planning is ongoing and informed by students' learning needs, as these become evident through formative assessment. Teachers plan for the needs of all students. For example, students who learn at different rates or with less ease than their classmates may benefit from teachers scaffolding learning experiences, pre-teaching, conducting regular reviews, making time for additional practice, and providing multiple opportunities and means to demonstrate learning. Other students may benefit from challenging extension activities. For a comprehensive discussion of the diversity of students in classrooms and strategies for meeting their needs, refer to *Success for All Learners: A Handbook on Differentiating Instruction* (Manitoba Education and Training, 1996).
- A variety of teaching/learning approaches, classroom management techniques, assessment practices, tools, and strategies are essential.
- A variety of groupings—individual, pairs, small groups, large groups, whole class, heterogeneous, homogeneous, student-directed, teacher-directed—are essential.
- A variety of student learning resources, including print, visual, and audio formats that students are able to access and that assist them in learning the knowledge (K) identified in specific learning outcomes, are helpful. "Students can best become literate in any given subject area if reading, talking, and viewing are an integral part of content learning and of the subject-area curriculum. Talking, reading, writing, and viewing in the subject areas are known as **talking-**, **reading-**, **writing-**, and **viewing-to-learn** activities, and are ways to maximize the learning of content" (Gordon et al., 1998: 3).
- All programming decisions are directed toward addressing student needs and closing the gap between students' present level of performance and the performance identified in the learning outcomes.



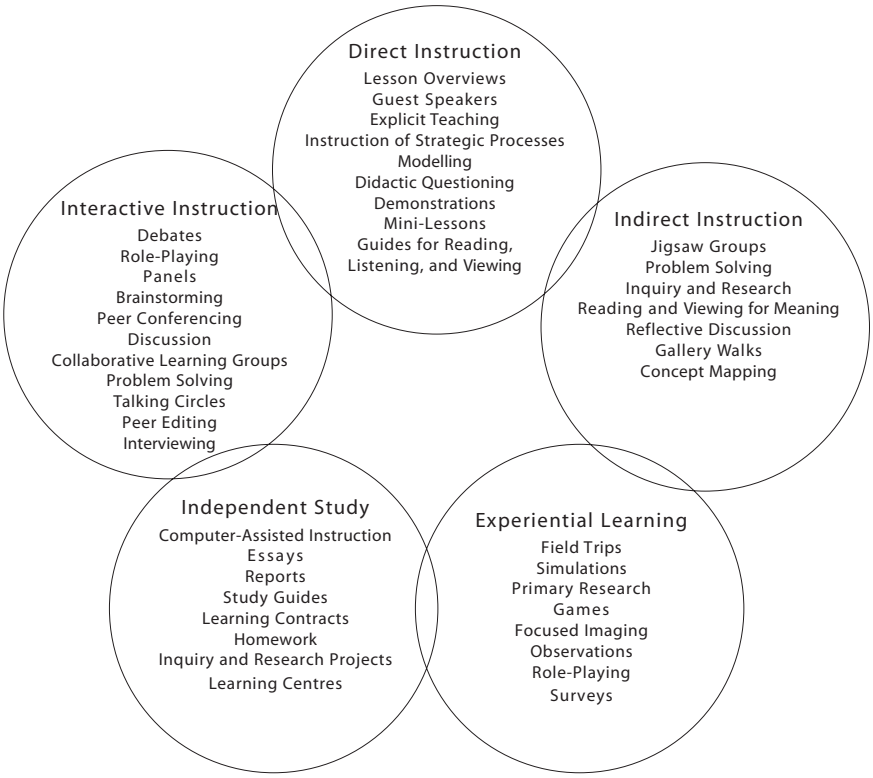

## Instructional Approaches

In planning learning experiences, teachers have a variety of instructional approaches and methods and they use these in various combinations. Instructional approaches may be categorized as

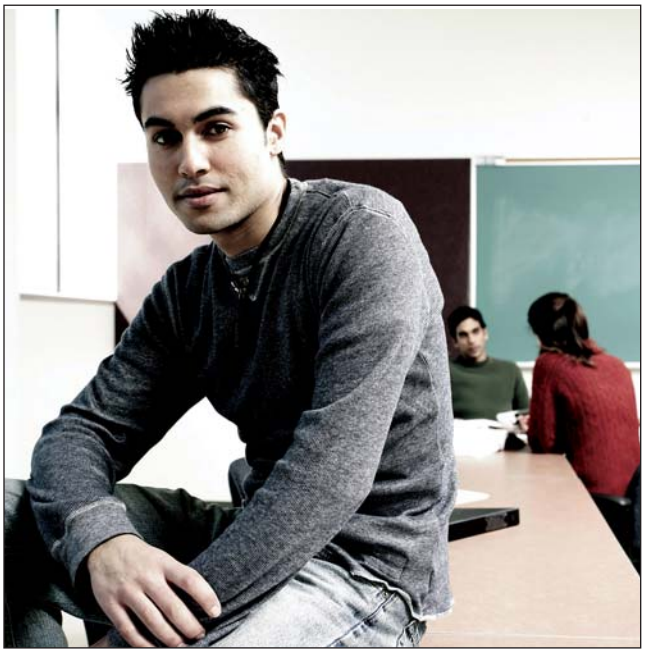
- direct instruction
- indirect instruction
- experiential instruction
- independent study
- interactive instruction

As they select and adapt instructional approaches and methods, teachers consider a number of factors:

- Will the approach meet the unique learning styles of students?
- Will it assist them in achieving the targeted learning outcomes?
- Will it engage students?
- Do students have prerequisite knowledge of the content and/or skills to enable them to learn with this approach?
- What are the advantages and disadvantages of this approach?




**Instructional Approaches:** Figure adapted, with permission, from Saskatchewan Education. *Instructional Approaches: A Framework for Professional Practice*. Copyright © 1991 by Saskatchewan Education.



| Instructional Approaches: Roles, Purposes, and Methods | | | | |
|---|---|---|---|---|
| **Instructional Approaches** | **Roles** | **Purposes/Uses** | **Methods** | **Advantages/ Limitations** |
| **Direct Instruction** | • Highly teacher-directed<br>• Teacher ensures a degree of student involvement through didactic questioning | • Providing information<br>• Developing step-by-step skills and strategies<br>• Introducing other approaches and methods<br>• Teaching active listening and note making | Teachers:<br>• Explicit teaching<br>• Lesson overviews<br>• Guest speakers<br>• Instruction of strategic processes<br>• Lecturing<br>• Didactic questioning<br>• Demonstrating and modelling prior to guided practice<br>• Mini-lessons<br>• Guides for reading, listening, and viewing | • Effective in providing students with knowledge of steps of highly sequenced skills and strategies<br>• Limited use in developing abilities, processes, and attitudes for critical thinking and interpersonal or group learning<br>• Students may be passive rather than active learners |
| **Indirect Instruction** | • Mainly student-centred<br>• Role of teacher shifts to facilitator, supporter, resource person<br>• Teacher monitors progress to determine when intervention or another approach is required | • Activating student interest and curiosity<br>• Developing creativity and interpersonal skills and strategies<br>• Exploring diverse possibilities<br>• Forming hypotheses and developing concepts<br>• Solving problems<br>• Drawing inferences | Students:<br>• Observing<br>• Investigating<br>• Inquiring and researching<br>• Jigsaw groups<br>• Problem solving<br>• Reading and viewing for meaning<br>• Reflective discussion<br>• Gallery Walks<br>• Concept mapping | • Students learn effectively from active involvement<br>• Allows for high degree of differentiation and pursuit of individual interests<br>• Teacher requires excellent facilitation and organizational skills<br>• Focused instruction of content and concepts may be difficult to integrate |
| **Interactive Instruction** | • Student-centred<br>• Teacher forms groups, teaches and guides small-group skills and strategies | • Activating student interest and curiosity<br>• Developing creativity and interpersonal skills and strategies<br>• Exploring diverse possibilities<br>• Forming hypotheses and developing concepts<br>• Solving problems<br>• Drawing inferences | Students:<br>• Discussing<br>• Sharing<br>• Generating alternative ways of thinking and feeling<br>• Debates<br>• Role-playing<br>• Panels<br>• Brainstorming<br>• Peer conferencing<br>• Collaborative learning groups<br>• Problem solving<br>• Talking circles<br>• Peer editing<br>• Interviewing | • Student motivation and learning increase through active involvement in groups<br>• Teacher's knowledge and skill in forming groups, instructing, and guiding group dynamics are important to the success of this approach<br>• Effective in assisting students' development of life skills in co-operation and collaboration |

*(continued)*

**Instructional Approaches: Roles, Purposes, and Methods *(continued)***

| Instructional Approaches | Roles | Purposes/Uses | Methods | Advantages/ Limitations |
|---|---|---|---|---|
| **Experiential Learning** | • Student-centred<br>• Teacher may wish to design the order and steps of the process | • Focusing on processes of learning rather than products<br>• Developing students' knowledge and experience<br>• Preparing students for direct instruction | Students:<br>• Participating in activities<br>• Field trips<br>• Simulations<br>• Primary research<br>• Games<br>• Focused imaging<br>• Role-playing<br>• Surveys<br>• Sharing observations and reflections<br>• Reflecting critically on experiences<br>• Developing hypotheses and generalizations<br>• Testing hypotheses and generalizations in new situations | • Student understanding and retention increase<br>• Hands-on learning may require additional resources and time |
| **Independent Study** | • Student-centred<br>• Teacher guides or supervises students' independent study, teaches knowledge, skills, and strategies that students require for independent learning, and provides adequate practice | • Accessing and developing student initiative<br>• Developing student responsibility<br>• Developing self-reliance and independence | Students:<br>• Inquiry and research projects<br>• Using a variety of approaches and methods<br>• Computer-assisted instruction<br>• Essays and reports<br>• Study guides<br>• Learning contracts<br>• Homework<br>• Learning centres | • Students grow as independent, lifelong learners<br>• Student maturity, knowledge, skills, and strategies are important to success<br>• Student access to resources is essential<br>• Approach may be used flexibly (it may be used with individual students while other students use other approaches) |

## Phases of Learning

Teachers find the three phases of learning are helpful in planning learning experiences:

- Activating (preparing to learn)
- Acquiring (integrating and processing learning)
- Applying (consolidating learning)

In *Senior 2 Social Studies: Geographic Issues of the 21st Century,* suggested teaching/learning strategies, classroom assessment approaches, and tools for each of the learning experiences are organized by these learning phases. Teachers may select from the suggested strategies, or they may use the Activating, Acquiring, and Applying phases in planning lessons and units that they develop using alternative configurations of the learning outcomes. These phases are not entirely linear, but they are useful for thinking and planning. Note that a variety of Activating, Acquiring, and Applying teaching/learning strategies are discussed in *Success for All Learners: A Handbook on Differentiating Instruction* (Manitoba Education and Training, 1996).

### Activating (Preparing for Learning)

One of the strongest indications of how well students comprehend new information is their prior knowledge of the subject. Some educators observe that more student learning occurs during the Activating phase than at any other time. In planning instruction and assessment, teachers develop activities and select strategies for activating their students' prior knowledge. These activities provide information about the extent of students' prior knowledge of the topic to be studied, their knowledge of and familiarity with the forms or genres of the texts to be used to communicate that information, and their knowledge of and proficiency in applying skills and strategies for learning, using these forms or genres.

Prior knowledge activities

- help students relate new information, skills, and strategies to what they already know and can do (e.g., if a text includes unfamiliar vocabulary, students may not recognize the connection between what they know and the new material being presented)
- allow teachers to correct misconceptions that might otherwise persist and make learning difficult for students
- allow teachers to augment and strengthen students' knowledge bases when students do not possess adequate prior knowledge and experience to engage with new information and ideas
- help students recognize gaps in their knowledge
- stimulate curiosity, and initiate the inquiry process that will direct learning

The suggestions for instruction and assessment in the Suggested Teaching and Learning Strategies column of this document contain numerous strategies for activating prior knowledge, such as Gallery Walks, brainstorming, concept maps, and KWL guides.

### Acquiring (Integrating and Processing Learning)

In the second phase of learning, students engage with new information and integrate it with what they already know, adding to and revising their previous knowledge. Part of the teacher's role in this phase is to present this new information, or to help students access it from other human resources or from oral, print, and other media texts.

However, since learning is an internal process, facilitating learning requires more of teachers than simply presenting information. In the Acquiring phase, teachers instruct students in strategies that help them make meaning of information, integrate it with what they already know, and express their new understanding. These include strategies for active listening, reading, and viewing, for exploring ideas, and for representing emerging understanding orally, visually, and in writing. In addition, teachers monitor these processes to ensure that learning is taking place, using a variety of instruments, tools, and strategies such as observations, conferences, and examination of student work.

In practice, within an actual lesson or unit, the Acquiring phase of learning may include a series of steps and strategies, such as

- setting the purpose (e.g., lesson overviews, learning logs, Admit Slips)
- presenting information (e.g., guest speakers, mini-lessons, active reading, viewing, and listening)
- processing information (e.g., note making, group discussions, journals, visual representations)
- modelling (e.g., role-playing, think-alouds, demonstrations)
- checking for understanding (e.g., Think-Pair-Share activities, quizzes, informal conferences)
- practising (e.g., guided practice, rehearsals)

### Applying (Consolidating Learning)

New learning that is not reinforced is soon forgotten. The products and performances by which students demonstrate new learning are not simply required for assessment; they have an essential instructional purpose in providing students with opportunities to demonstrate and consolidate their new knowledge, skills and strategies, and attitudes. Students also need opportunities to reflect on what they have learned and to consider how new learning applies to a variety of situations. By restructuring information, expressing new ideas in another form, or integrating what they have learned with concepts from other subject areas, students strengthen and extend learning.

To ensure that students consolidate new learning, teachers plan various activities involving

- reflection (e.g., learning logs, Exit Slips)
- closure (e.g., sharing of products, debriefing on processes)
- application (e.g., performances, publications, new inquiry cycles)

## Planning with a Template

### Planning Lessons

Teachers plan individual lessons and series of lessons in a variety of ways to assist students in acquiring Senior 2 learning outcomes.

Each learning experience provides teachers with a number of options. The four-column section of this document

- provides suggestions for each of the three phases of learning (Activating, Acquiring, and Applying)
- identifies or targets specific student learning outcomes (identified in the first Targeted Learning Outcomes column)
- suggests a number of teaching and learning strategies to assist students in achieving these targeted knowledge, values, and skills outcomes
- suggests a number of assessment strategies to assist teachers and students in assessing these targeted learning outcomes

**Four-Column Lesson Planner**

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies | Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|---|---|
| ***Activating Phase*** | | | |
| | | | |
| ***Acquiring Phase*** | | | |
| | | | |
| ***Applying Phase*** | | | |
| | | | |

It is not intended that teachers will implement all of these suggestions in a particular class. While some teachers may select a particular configuration of targeted outcomes, teaching and learning strategies, and assessment strategies as presented in the four columns, others may combine elements from a number of configurations. In addition, teachers will draw upon their professional practice—their knowledge of theory, research, and best instructional and assessment practice—to develop their own strategies and approaches. (See pages 82 to 83 for further details.)

## Targeted Learning Outcomes

Teachers select strategies that facilitate student achievement of targeted learning outcomes. While many outcomes are “in play” during a learning experience, teachers

focus on particular ones during individual lessons. Targeted outcomes may be seen as being in the foreground—the focus of attention—while other outcomes are in the background for that particular lesson.

In addition to knowledge and values learning outcomes, students are expected to achieve a number of skills (S) learning outcomes. Students learn and practise these skills throughout the five clusters. Assessment of skills will affect the choice of teaching and learning strategies as teachers and their students work through the learning experiences.

## Reflecting on Planning

When reflecting on their long-term planning as well as planning for specific lessons and units, many teachers find the following questions to be of value.

**Student learning outcomes:**

- What will students need to be able to do?
- What knowledge do they need to acquire?
- What skills and strategies do they need to develop and to make part of their personal learning toolbox?
- What attitudes will assist them in becoming efficient learners?
- What values toward geographic issues of the 21st century do they need to demonstrate?

**Engagement:**

- How will I hook them?
- What learning experiences will engage students in
  - — exploring ideas
  - — acquiring information
  - — developing understanding
  - — acquiring and developing skills and strategies and values?
- What resource materials (print, visual, auditory) will I use to engage them in thought-provoking experiences¾ideas, problems, issues, challenges¾that will help them to develop the knowledge, skills and strategies, and values we want them to possess?

**Methodology:**

- What methods will I use to engage them and to help them to acquire the knowledge, skills and strategies, and values that we want them to possess?
- How will I manage time to provide them with sufficient opportunities to use the knowledge, skills and strategies, and values of the Senior 2 social studies learning outcomes?

**Assessment and evaluation:**

- How will I assess and evaluate their progress and their achievements?
- How will I help students know where they are, where they are headed, and why?
- How will I use formative assessment information to revise my planning (i.e., targeting of student learning outcomes, teaching/learning strategies, assessment tools and strategies, and selection of student learning resources)?

# SECTION 4:
# GEOGRAPHIC ISSUES
# OF THE 21ST CENTURY

SENIOR 2

## Grade Overview

In *Geographic Issues of the 21st Century*, students focus on a variety of issues and challenges of the contemporary world. They explore the nature of geography and develop skills related to geographical thinking. Students use the methods and tools of geography, including geographic information systems (GIS) to examine issues and problems and to propose solutions. They study concepts related to ownership and development of natural resources, production and distribution of food, development of industry and trade, and increasing urbanization. Students consider these issues in the context of Canada, North America, and the world. Through their study, students become aware of the importance of the environment, stewardship, and sustainable development, as well as the social, political, and economic implications of their personal choices.

## Cluster Descriptions

### Cluster 1: Geographic Literacy

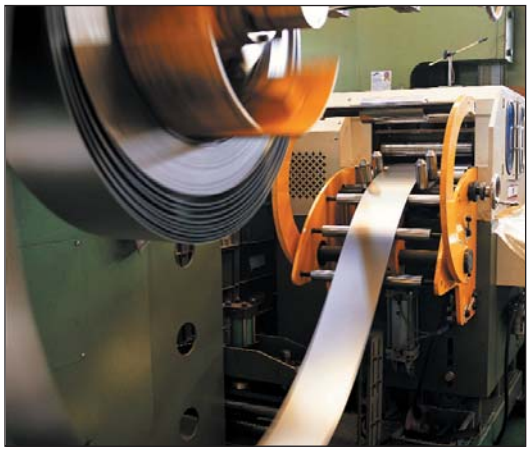
This cluster, consisting of five learning experiences, provides students the opportunity to become familiar with the discipline of geography and why it is important. Students define the term geography, identify its various fields, make connections between place and identity, investigate global environmental types, and consider the complexity of the global environment and the importance of stewardship in the preservation of this environment.

### Cluster 2: Natural Resources

This cluster, consisting of three learning experiences, provides students with the opportunity to learn about the variety and locations of the world's natural resources, which influence where people live and the kinds of economic activities they are engaged in. Students identify where the major natural resources are located, consider diverse perspectives towards ownership and development, and examine issues related to the sustainability of resource extraction and consumption including the implications of their personal consumer choices.

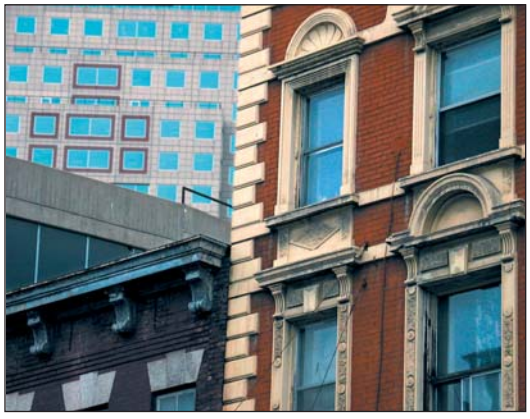
### Cluster 3: Food from the Land

This cluster, consisting of four learning experiences, focuses on the production and acquisition of the basic human necessity of food. Students identify the location of major food production areas around the world, and consider both the physical and human factors that influence food production. Students describe the impact of agricultural practices on the physical environment and show how food production has changed over time, specifically in the Canadian Prairies. Students also consider issues related to freshwater and saltwater food resources, the impact of climate change, and concerns regarding genetic modification. Finally, students identify the stages involved in food production as well as issues related to scarcity and distribution of food.



### Cluster 4: Industry and Trade

This cluster consists of three learning experiences that focus on industry and trade in Canada, North America, and the world. Students become familiar with appropriate terminology related to industry and trade, examine the different levels of industry, and identify the factors that determine the location of industries. Students identify the geographic locations of the major manufacturing regions in North America and the world, as well as Canada's major trading partners and the major trade products. Students also examine current industry and trade developments, including the increasing involvement of Aboriginal peoples in Canadian business and industry. In this cluster, students also identify current issues related to industry, trade, and globalization, and consider the economic, social, and environmental impacts of their consumer choices.



### Cluster 5: Urban Places

This cluster consists of four learning experiences, in which students focus on urbanization and related issues in Canada and around the world. Students become familiar with the terminology related to urbanization and consider the merits of living in rural, remote, and urban places. Students investigate factors that influence the location of cities, the various functions of urban places, and identify the factors leading to the emergence of mega-cities around the world. Students consider major environmental, economic, and social issues facing modern urban centres. Students also consider the importance of urban planning and are encouraged to value the social diversity of urban centres.

### Cluster Components

Each of the five clusters include

- an overview of the cluster
- a description of each of the learning experiences with associated outcomes
- a list of the targeted skills for the cluster
- teaching and learning strategies

Each teaching and learning strategy includes a series of blackline masters (BLMs) that provide student support materials specific to each strategy.

### Cluster Sequence

Although there are alternatives to the cluster sequence presented in this document, it is recommended that teachers begin with Cluster 1: Geographic Literacy. This cluster introduces students to the discipline of geography and provides a basis for teaching and learning in the subsequent clusters. Teachers may wish to change the order of Clusters 2, 3, and 4, as there are few prerequisite connections among these clusters. Such a change may be prompted by an important local issue or the occurrence of a major event related to, say, Cluster 3 or 4 while students are near the beginning of the course. Cluster 5 has been developed as a conclusion to the course, as it builds on the knowledge, values, and skills of the previous clusters and requires students to demonstrate mastery of course outcomes in a variety of ways.

## Learning Experiences (LEs)

### Introduction to Learning Experiences

The clusters are subdivided into a number of learning experiences. Each learning experience provides Activating, Acquiring, and Applying strategies to address knowledge, values, and skills outcomes. The learning experiences consist of four components:

- targeted learning outcomes
- suggested teaching and learning strategies
- suggested assessment strategies
- teacher tips and resources (e.g., BLMs, websites, teacher notes…)

These components are organized into four columns and are read horizontally spanning two pages as shown on pages 82 and 83.

### Activating, Acquiring, and Applying Phases

The strategies are grouped to reflect the three phases of learning: Activating, Acquiring, and Applying. Activating Strategies prepare students for new learning; Acquiring strategies involve integrating and processing new information; and Applying Strategies consolidate new learning. (For further information on the phases of learning, refer to the section “Phases of Learning,” pages 73–75 of this document.)

### Strategies Options

The learning experiences provide a minimum of three strategies for each of the Activating, Acquiring, and Applying phases. The purpose of suggesting a variety of strategies is to offer teachers the option to select those that are appropriate for their students, rather than to expect teachers to use all of them. Furthermore, teachers are welcome to develop their own strategies, or to make use of existing ones they may already have, to assist students in achieving the required outcomes.

SENIOR 2 1 CLUSTER

## Geographic Issues of the 21st Century

### Geographic Literacy

*LE 1.1: What Is Geography?*

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Activating Strategies |
| KL-008 Define the term geography.<br>KC-001 Give examples of ways in which geographic knowledge and understanding can inform decision making.<br>S-100 Collaborate with others to achieve group goals and responsibilities. | Strategy 1: Using Geographic Knowledge<br>• In small groups, students brainstorm examples of how they use geographic knowledge to make everyday decisions. *Examples: finding the way to school or another location, decid… features, understanding…*<br>• Groups report examples… examples on the… hat geographic k… ts record exampl… |
| KL-008 Define the term geography.<br>KC-001 Give examples of ways in which geographic knowledge and understanding can inform decision making.<br>S-100 Collaborate with others to achieve group goals and responsibilities. | Strategy 2: Geographic Terminology<br>• Students work in small groups and brainstorm a list of words they associate with geography. *Examples: maps, locations, landforms, regions…*<br>• Groups report to class, create a master list, and check for repetition.<br>• Students use terms to create a Word Splash for display on a bulletin board in the classroom.<br>• Students make connections among three or four of the terms to predict how these terms relate to geography.<br>• Students share the connections they made, in small groups or with the whole class. |
| KL-008 Define the term geography.<br>KC-001 Give examples of ways in which geographic knowledge and understanding can inform decision making.<br>S-100 Collaborate with others to achieve group goals and responsibilities.<br>S-200 Select information from a variety of oral, visual, material, print, or electronic | Strategy 3: Defining Geography<br>• Using the Listen-Think-Pair-Share strategy, students identify words with the prefix "geo," and words with the suffix "graphy."<br>• Students record findings in the appropriate spaces on the Word Families Form organizer. (See BLM 1-2.)<br>• Using the two root words, students create a definition for geography on the organizer and complete the remaining boxes. |

**Targeted Learning Outcomes:** This column identifies knowledge (K), values (V), and skills (S) outcomes that are the focus for teaching and learning strategies, assessment strategies, and teacher tips and resources.

**Suggested Teaching/Learning Strategies:** This column identifies the phase of learning (i.e., Activating, Acquiring, or Applying), and includes teaching and learning strategies developed to address the targeted learning outcomes. Teachers may wish to preview suggested strategies for all three phases to ensure that those they select complement one another.

**Appendix A:** This appendix includes a number of teaching and learning strategies that deal specifically with vocabulary. See *Success for All Learners* (referred to in this document as SFAL) for additional vocabulary strategies.

**Appendix B:** Cluster-specific blackline masters are used in particular learning experiences. They are coded, for example, BLM 3-2, where the "3" refers to Cluster 3 and the "2" refers to the sequential number.

**Appendix C:** General blackline masters (or BLM Gs) may be used in multiple strategies.

**Appendix D:** Teacher notes are coded TN, and are also numbered sequentially (e.g., TN 3 or TN 40).

## *Geographic Issues of the 21st Century*

SENIOR 2

Geographic Literacy
*LE 1.1: What Is Geography?*

1 CLUSTER

Suggested Assessment Strategies | Teacher Tips and Resources

### Activating Strategies

- Monitor discussion and a
understanding of the terr
provided.
- Assess examples recorde
ways in which geograph
- Observe and monitor the
groups during the brains

- Students may not be familiar with the concept of geography. Before active brainstorming can begin, students may need a few examples of how they use geographic knowledge and skills in their daily lives.
- BLM G-1: Group Performance: Assessment Scale
- TN 1: Geography: More Than a Subject in School
- TN 2: The Nature of Geography
- For furthe
geography
"Canadian
published
the Canad
website at
Pro-Devel

**Teacher Tips and Resources:** This column identifies suggestions for planning and implementing lessons, including resources such as blackline masters, video, print, and websites.

**TN 2** identifies background information or suggestions for teachers. Teachers may also wish to share these resources with their students. (See Appendix D.)

**Suggested Assessment Strategies:** This column identifies formative assessment strategies (Assessment *for* and Assessment *as* Learning) developed to address the targeted specific learning outcomes and the suggested teaching and learning strategies.

knowledge of geographic terminology.
- Monitor discussion and assess connections made for the student's knowledge of wa
decision making.
- Observe and mor
others to achieve

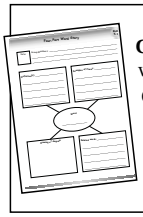
- BLM 1-1: Word Splash
- BLM G-1: Group Performance: Assessment Scale
- BLM G-2: Group Performance: Self-Assessment Scale
- SFAL 6.28: Word Splash
- Paper and markers
- Keep a record of the master list for the Activating Strategy in LE 1.2, Strategy 1.

**BLM 1-1** identifies a blackline master developed specifically for use in Cluster 1. (See Appendix B.)

- Assess responses on the Word Families Form and the student's personal glossaries for her or his knowledge of the term geography, and the relevance of examples provided.
- Observe and assess the student's skill in collaborating with others to achieve group goals and responsibilities. (See BLM G-1.)
- Assess the student's skill in selecting information from a variety of sources. (See BLM G-9.)

- BLM 1-2: Word Families Form
- BLM G-1: Group Performance: Assessment Scale
- BLM G-9: Selecting Information: Checklist
- SFAL 6.13: Listen-Think-Pair-Share
- Dictionaries and online dictionaries (See <www.dictionary.com>.)

**Note:** SFAL refers to the teacher support document *Success for All Learners: A Handbook on Differentiating Instruction* (Manitoba Education and Training, 1996).



**BLM G-1** identifies a general blackline master that may be used in a number of learning experiences throughout the course. (See Appendix C.)

**Blackline Masters (BLMs)**

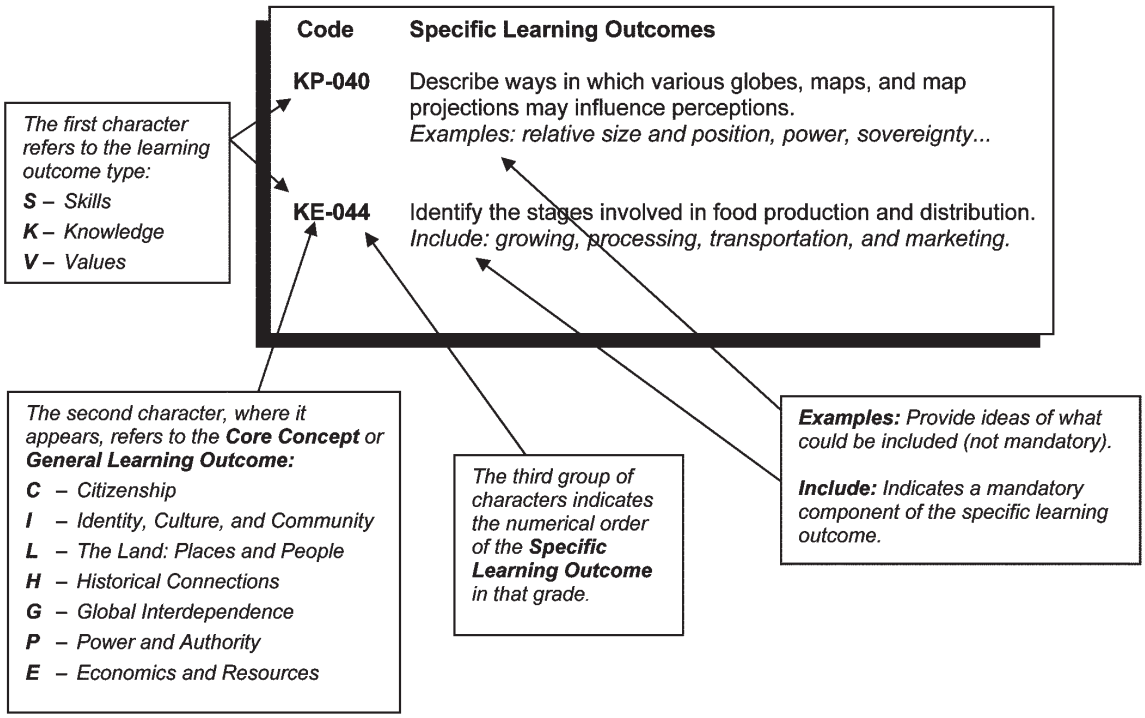
ndix B. They are coded, for example, BLM 3-2,
2" refers to the sequential number.

They are coded, for example, BLM G-6, where the
the sequential number. They are used in multiple

They are coded TN, and are numbered sequentially (e.g., TN 3 or TN 40).

93

## Guide to Reading the Learning Outcome Code



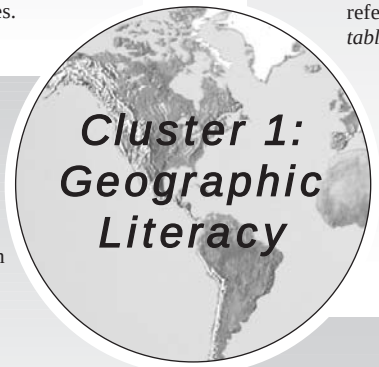
# *Geographic Issues of the 21st Century*

SENIOR 2

Geographic Literacy

1 CLUSTER

# Cluster 1: Geographic Literacy



## Learning Experience 1.1: What Is Geography?

- KL-008 Define the term geography.
- KC-001 Give examples of ways in which geographic knowledge and understanding can inform decision making.
- VC-001 Value the importance of geographic knowledge and understanding in making informed decisions.
- S-100 Collaborate with others to achieve group goals and responsibilities.
- S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
- S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*
- S-302 Draw conclusions and make decisions based on research and various types of evidence.
- S-400 Listen to others to understand their perspectives.

## Learning Experience 1.2: Physical and Human Geography

- KL-009 Identify elements of physical and human geography.
- KL-010 Describe the relationship between physical and human geography.
- KL-011 Locate major physical features on a map of North America.
- KL-012 Locate international political divisions on a map of North America.
- KL-013 Locate provinces, territories, and capital cities on a map of Canada.
- S-100 Collaborate with others to achieve group goals and responsibilities.
- S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
- S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*
- S-300 Formulate geographic questions to plan inquiry and research.
- S-309 Observe patterns and make generalizations based on geographic inquiry.
- S-400 Listen to others to understand their perspectives.

## Learning Experience 1.3: Place and Identity

- KI-003 Explain the relationship between place and identity.
- KP-040 Describe ways in which various globes, maps, and map projections may influence perceptions. *Examples: relative size and position, power, sovereignty...*
- KH-032 Recognize that the study of geography includes the study of change over time.
- VI-002 Appreciate the importance of place to their identity.
- S-100 Collaborate with others to achieve group goals and responsibilities.
- S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
- S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*
- S-204 Select, use, and interpret various types of maps.
- S-205 Recognize and interpret various map projections.
- S-302 Draw conclusions and make decisions based on research and various types of evidence.
- S-309 Observe patterns and make generalizations based on geographic inquiry.
- S-402 Express informed and reasoned opinions.
- S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*
- S-405 Articulate their perspectives on issues.

## Learning Experience 1.4: Global Environmental Types

- KL-014 Explain the concept of global environmental types as physical geographic regions that are composites of climate, vegetation, and soils.
- KL-015 Identify global environmental types on a map of the world.
- KL-016 Locate on a map of Manitoba global environmental types found in Manitoba.
- KL-017 Identify on a map of the world major population clusters and explain the relationship between population and global environmental types.
- S-100 Collaborate with others to achieve group goals and responsibilities.
- S-104 Seek consensus in collaborative problem solving.
- S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
- S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*
- S-204 Select, use, and interpret various types of maps.
- S-309 Observe patterns and make generalizations based on geographic inquiry.
- S-402 Express informed and reasoned opinions.

## Learning Experience 1.5: Why Care?

- KL-018 Explain the importance of stewardship in the preservation of the Earth's complex environment.
- VL-005 Respect the Earth as a complex environment in which humans have important responsibilities.
- S-103 Promote actions that reflect principles of sustainability.
- S-107 Make decisions that reflect social responsibility.
- S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
- S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

## Cluster 1: Geographic Literacy—Overview

This cluster has five learning experiences. It provides students with the opportunity to become familiar with the discipline of geography and understand why it is important. Students define the term geography, identify its various fields, make connections between place and identity, investigate global environmental types, and consider the complexity of the global environment and the importance of stewardship in the preservation of this environment.

This cluster introduces students to the definition of geography ("What is where, why there, and why care?") developed by Professor Charles Gritzner of the University of South Dakota. This definition is presented as a practical way for students to explore a variety of geographic issues in numerous learning experiences as they work their way through the clusters of the curriculum.

### Learning Experience 1.1: What Is Geography?

This learning experience introduces students to the concept of geography, and provides an opportunity to review various definitions and to develop their own. Furthermore, it emphasizes the importance of geographic knowledge and skills in personal and collective decision-making processes. This learning experience also focuses on the important geographic knowledge and collaboration skills in working with others to fulfill responsibilities.

- KL-008 Define the term geography.
- KC-001 Give examples of ways in which geographic knowledge and understanding can inform decision making.
- VC-001 Value the importance of geographic knowledge and understanding in making informed decisions.

### Learning Experience 1.2: Physical and Human Geography

The second learning experience extends the definition of geography to include its two major fields: physical geography and human geography. It provides opportunities for students to identify elements of each. The learning experience then proceeds to introduce students to the critical geographic concept of the dynamic interrelationships between the physical and human aspects of the world. This learning experience also gives students an opportunity to consolidate and extend their map knowledge of both human and physical elements of Canada and North America.

- KL-009 Identify elements of physical and human geography.
- KL-010 Describe the relationship between physical and human geography.
- KL-011 Locate major physical features on a map of North America.
- KL-012 Locate international political divisions on a map of North America.
- KL-013 Locate provinces, territories, and capital cities on a map of Canada.

### Learning Experience 1.3: Place and Identity

In this learning experience, students explore issues of perception relating to geography. Students make connections between the concepts of place and identity, and reflect upon the importance of place to their personal identity. Students also acquire an understanding that maps and map projections can be powerful symbols that may influence perceptions of position and power. In this learning experience, students also recognize that the study of geography, whether it be physical or human, includes the study of change over time.

- KI-003 Explain the relationship between place and identity.
- KI-003 Explain the relationship between place and identity.
- KH-032 Recognize that the study of geography includes the study of change over time.
- KP-040 Describe ways in which various globes, maps, and map projections may influence perceptions. *Examples: relative size and position, power, sovereignty...*
- VI-002 Appreciate the importance of place to their identity.

### Learning Experience 1.4: Global Environmental Types

This learning experience introduces students to the concept of global environmental types as a way of classifying a combination of physical factors that collectively influence human activities. Students identify the major environmental types on a world map and, in particular, those found in Manitoba on an appropriate map. Students also identify and analyze relationships between global environmental types and major world population clusters.

- KL-014 Explain the concept of global environmental types as physical geographic regions that are composites of climate, vegetation, and soils.
- KL-015 Identify global environmental types on a map of the world.
- KL-016 Locate on a map of Manitoba global environmental types found in Manitoba.
- KL-017 Identify on a map of the world major population clusters and explain the relationship between population and global environmental types.

### Learning Experience 1.5: Why Care?

In this learning experience, students consider the complexity of the global environment and the importance of stewardship in its preservation. The emphasis is on the "why care" component of the definition of geography. Students will be encouraged to consider how their individual actions affect the environment and to take a pro-active approach regarding their personal responsibility for the well-being of the planet.

- KL-018 Explain the importance of stewardship in the preservation of the Earth's complex environment.
- VL-005 Respect the Earth as a complex environment in which humans have important responsibilities.

## Skills Outcomes for Cluster 1: Geographic Literacy

### Skills for Active Democratic Citizenship

S-100 Collaborate with others to achieve group goals and responsibilities.

S-103 Promote actions that reflect principles of sustainability.

S-104 Seek consensus in collaborative problem solving.

S-107 Make decisions that reflect social responsibility.

### Skills for Managing Information and Ideas

S-200 Select information from a variety of oral, visual, material, print, or electronic sources including primary and secondary.

S-201 Organize and record information in a variety of formats and reference sources appropriately.
*Examples: maps, graphs, tables, concept maps...*

S-202 Select and use appropriate tools and technologies to accomplish tasks.
*Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*

S-204 Select, use, and interpret various types of maps.

S-205 Recognize and interpret various map projections.

### Critical and Creative Thinking Skills

S-300 Formulate geographic questions to plan inquiry and research.

S-302 Draw conclusions and make decisions based on research and various types of evidence.

S-305 Compare diverse perspectives and interpretations in the media and other information sources.

S-309 Observe patterns and make generalizations based on geographic inquiry.

### Communication Skills

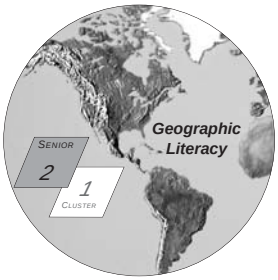
S-400 Listen to others to understand their perspectives.

S-401 Use language that is respectful of human diversity.

S-402 Express informed and reasoned opinions.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

S-405 Articulate their perspectives on issues.




## Learning Experience 1.1: What Is Geography?

| | |
|---|---|
| KL-008 | Define the term geography. |
| KC-001 | Give examples of ways in which geographic knowledge and understanding can inform decision making. |
| VC-001 | Value the importance of geographic knowledge and understanding in making informed decisions. |
| S-100 | Collaborate with others to achieve group goals and responsibilities. |
| S-200 | Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary. |
| S-201 | Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...* |
| S-302 | Draw conclusions and make decisions based on research and various types of evidence. |
| S-400 | Listen to others to understand their perspectives. |

### Description of the Learning Experience

This learning experience introduces students to the concept of geography, and provides an opportunity to review various definitions and to develop their own. Furthermore, it emphasizes the importance of geographic knowledge and skills, and personal and collective decision-making processes. This learning experience also focuses on the important geographic knowledge and collaboration skills involved in working with others to fulfill responsibilities.

### Vocabulary Focus

The following vocabulary is important for Learning Experience 1.1: What Is Geography?

| | | | |
|---|---|---|---|
| cities | globes | natural disasters | secondary source |
| environment | "graphy" | place | trade |
| "geo" | industry | primary sources | vegetation |
| geographical system | landforms | products | |
| geography | maps | region | |
| geology | mental maps | resources | |

### Vocabulary Study Strategies

Please see **Appendix A: Content-Area Vocabulary Study Strategies** for suggested strategies to incorporate vocabulary studies into the learning experiences. Further vocabulary strategies are found in Vocabulary Strategies 6.31–6.36 and Information Processing Strategies 6.49–6.53 in *Success for All Learners: A Handbook on Differentiating Instruction* [referred to in this document as SFAL] (Manitoba Education and Training, 1996). In addition, a number of learning experiences within the clusters include vocabulary strategies for learning. Teachers are encouraged to make use of these strategies and to avoid the less meaningful practice of having students copy dictionary definitions.

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Activating Strategies |

KL-008 Define the term geography.

KC-001 Give examples of ways in which geographic knowledge and understanding can inform decision making.

S-100 Collaborate with others to achieve group goals and responsibilities.

## Strategy 1: Using Geographic Knowledge

- In small groups, students brainstorm examples of how they use geographic knowledge to make everyday decisions. *Examples: finding the way to school or another location, deciding how to dress for the weather, describing physical features, understanding and locating a natural disaster…*
- Groups report examples to the class.
- Record examples on the board or flip chart and discuss with students the various ways that geographic knowledge is used in their daily lives.
- Students record examples in course notebooks.

KL-008 Define the term geography.

KC-001 Give examples of ways in which geographic knowledge and understanding can inform decision making.

S-100 Collaborate with others to achieve group goals and responsibilities.

## Strategy 2: Geographic Terminology

- Students work in small groups and brainstorm a list of words they associate with geography. *Examples: maps, locations, landforms, regions…*
- Groups report to class, create a master list, and check for repetition.
- Students use terms to create a Word Splash for display on a bulletin board in the classroom.
- Students make connections among three or four of the terms to predict how these terms relate to geography.
- Students share the connections they made, in small groups or with the whole class.

KL-008 Define the term geography.

KC-001 Give examples of ways in which geographic knowledge and understanding can inform decision making.

S-100 Collaborate with others to achieve group goals and responsibilities.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

## Strategy 3: Defining Geography

- Using the Listen-Think-Pair-Share strategy, students identify words with the prefix “geo,” and words with the suffix “graphy.”
- Students record findings in the appropriate spaces on the Word Families Form organizer. (See BLM 1-2.)
- Using the two root words, students create a definition for geography on the organizer and complete the remaining boxes.
- Students refer to dictionaries, geography textbooks, or the Internet to record various definitions of geography.
- Students compare these definitions to the one they created in the organizer.
- Students begin a personal glossary of prefixes, root words, and suffixes.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Activating Strategies** | |
| • Monitor discussion and assess notes for the student's understanding of the term geography and relevance of examples provided.<br>• Assess examples recorded in notes for the student's knowledge of ways in which geographic knowledge informs decision making.<br>• Observe and monitor the student's skill in collaborating within groups during the brainstorming activity. (See BLM G-1.) | • Students may not be familiar with the concept of geography. Before active brainstorming can begin, students may need a few examples of how they use geographic knowledge and skills in their daily lives.<br>• BLM G-1: Group Performance: Assessment Scale<br>• TN 1: Geography: More Than a Subject in School<br>• TN 2: The Nature of Geography<br>• For further information on the discipline of geography, read the Introduction and Appendix A in "Canadian National Standards for Geography," published by *Canadian Geographic* and available on the Canadian Council for Geographic Education website at <www.ccge.org> (Follow the link Pro-Development). |
| • Monitor discussion and assess the Word Splash for the student's knowledge of geographic terminology.<br>• Monitor discussion and assess connections made for the student's knowledge of ways in which geographic knowledge can inform decision making.<br>• Observe and monitor the student's skill in collaborating with others to achieve the group's goals. (See BLMs G-1, G-2.) | • BLM 1-1: Word Splash<br>• BLM G-1: Group Performance: Assessment Scale<br>• BLM G-2: Group Performance: Self-Assessment Scale<br>• SFAL 6.28: Word Splash<br>• Paper and markers<br>• Keep a record of the master list for the Activating Strategy in LE 1.2, Strategy 1. |
| • Assess responses on the Word Families Form and the student's personal glossaries for her or his knowledge of the term geography, and the relevance of examples provided.<br>• Observe and assess the student's skill in collaborating with others to achieve group goals and responsibilities. (See BLM G-1.)<br>• Assess the student's skill in selecting information from a variety of sources. (See BLM G-9.) | • BLM 1-2: Word Families Form<br>• BLM G-1: Group Performance: Assessment Scale<br>• BLM G-9: Selecting Information: Checklist<br>• SFAL 6.13: Listen-Think-Pair-Share<br>• Dictionaries and online dictionaries (See <www.dictionary.com>.)<br><br>**Note:** SFAL refers to the teacher support document *Success for All Learners: A Handbook on Differentiating Instruction* (Manitoba Education and Training, 1996). |

**Where to Find the Blackline Masters (BLMs)**

**Cluster-Specific BLMs** are found in Appendix B. They are coded, for example, BLM 3-2, where the "3" refers to Cluster 3 and the "2" refers to the sequential number.

**General BLMs** are found in Appendix C. They are coded, for example, BLM G-6, where the G refers to "General" and the "6" refers to the sequential number. They are used in multiple strategies.

**Teacher Notes** are found in Appendix D. They are coded TN, and are numbered sequentially (e.g., TN 3 or TN 40).

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Activating Strategies |
| KL-008 Define the term geography.<br>KC-001 Give examples of ways in which geographic knowledge and understanding can inform decision making.<br>VC-001 Value the importance of geographic knowledge and understanding in making informed decisions. | **Strategy 4: Expanding the Meaning of Geography**<br>• Using the KWL or KWHL strategy, students record what they already know about the discipline of geography in the "Know" column, its various branches, practical daily uses, careers related to geography, and the importance of geographic knowledge in decision making.<br>• Students discuss what they have recorded in the "Know" column, then proceed to list things they would like to know in the "Want/Need to Know" column.<br>• Finally, students discuss strategies that may help them answer questions they have developed ("How to Find Out" column).<br>• Students complete the "Learned" column in the KWL or KWHL organizer later as questions are answered in other learning activities. |
| *Students will...* | Acquiring Strategies |
| KL-008 Define the term geography.<br>KC-001 Give examples of ways in which geographic knowledge and understanding can inform decision making.<br>VC-001 Value the importance of geographic knowledge and understanding in making informed decisions.<br>S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.<br>S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...* | **Strategy 1: Help Wanted: Geographers**<br>• Working with a partner, students use the Internet and/or career sections of weekend newspapers to search for job/career advertisements related to geography.<br>• Students research job descriptions and required qualifications (i.e., specific geographic knowledge and skills) to expand their understanding of the importance of geography.<br>• Students create a list, on a flip chart or on the board, of various job descriptions and required geographic qualifications and skills.<br>• Students record required qualifications and skills on the Attribute Wheel organizer. (See BLM G-18.) |
| KL-008 Define the term geography.<br>VC-001 Value the importance of geographic knowledge and understanding in making informed decisions.<br>S-100 Collaborate with others to achieve group goals and responsibilities.<br>S-302 Draw conclusions and make decisions based on research and various types of evidence. | **Strategy 2: What Is Where, Why There, and Why Care?**<br>• Individual students or pairs read the article "What Is Where, Why There, and Why Care?" by Charles Gritzner. (See TN 3.)<br>• Working with a partner and with guidance from the teacher, students use the Information Mapping model to note the main ideas and supporting details of the article.<br>• As a class, students discuss the importance of each of the components of Gritzner's definition. |

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Activating Strategies** | |
| • Assess the KWL or KWHL organizer for the student's knowledge of the term geography.<br>• Monitor discussions and assess the KWL or KWHL organizer for the student's knowledge of examples of ways in which geographic knowledge can inform decision making.<br>• Monitor discussions and assess the KWL or KWHL organizer for evidence that the student values the importance of geographic knowledge. | • BLM G-19: KWHL (What do I know? What do I want/need to know? How will I find out? What have I learned?)<br>• SFAL 6.94: KWL Organizer<br>• Ask students to keep the KWL or KWHL Organizer in their notes for further additions at the end of the learning activity and for possible use in Applying Strategy 3. |
| **Acquiring Strategies** | |
| • Assess the job descriptions list and Attribute Wheel for the student's understanding of the term geography and examples of ways in which geographic knowledge can inform decision making.<br>• Monitor pairs' work and assess the list of job descriptions for evidence that the student appreciates the importance of geographic knowledge.<br>• Assess the student's skill in selecting information from a variety of sources. (See BLM G-9.)<br>• Assess the Attribute Wheel for the student's skill in organizing and recording information. | • Access to weekend editions of local and national newspapers<br>• Geography on the Job website at <www.ccge.org> (Follow links "resources" to "Geography on the Job.")<br>• BLM G-9: Selecting Information: Checklist<br>• BLM G-18: Attribute Wheel |
| • Assess the student's understanding of the term geography and the importance of geographic knowledge.<br>• Monitor the student's contributions to the Information Mapping exercise to determine understanding of the article.<br>• Observe and assess the student's collaboration skills. (See BLMs G-1, G-2.) | • You should be familiar with Gritzner's article prior to teaching this lesson.<br>• Depending on student reading skills, you may need to provide an overview of the article before assigning the reading.<br>• BLM G-1: Group Performance: Assessment Scale<br>• BLM G-2: Group Performance: Self-Assessment Scale<br>• SFAL 6.49, 6.50: Information Mapping model<br>• TN 3: "What Is Where, Why There, and Why Care?" by Charles Gritzner |

Targeted Learning Outcomes

*Students will...*

KC-001 Give examples of ways in which geographic knowledge and understanding can inform decision making.

VC-001 Value the importance of geographic knowledge and understanding in making informed decisions.

S-302 Draw conclusions and make decisions based on research and various types of evidence.

S-400 Listen to others to understand their perspectives.

Suggested Teaching/Learning Strategies

Acquiring Strategies

## Strategy 3: Using Geographic Knowledge

- As a class, students discuss how to prepare for and conduct interviews, and how to select potential interview candidates. (See TN 14.)
- Working with a partner, students develop a list of questions (open-ended, closed-ended, follow-up) relating to how individuals use geographic knowledge in jobs or activities in the community.
- Students conduct interviews with adults in the school/community and record appropriate information.
- Students discuss criteria for making oral and/or written reports (using or revising parts of BLMs G-3 and G-4) in preparation for reporting interview findings to the class.
- Students share responses and compile information on the board or flip chart.
- Students use interview results to answer the question "Why is geographic knowledge important?"
- Students record shared information in course notebooks.

*Students will...*

KL-008 Define the term geography.

S-100 Collaborate with others to achieve group goals and responsibilities.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

Applying Strategies

## Strategy 1: Definition of Geography Applied

- Individually or in pairs, students identify a specific geographic feature or phenomenon. *Example: their school or a new store…*
- Students use relevant information about the selected feature to answer the questions in Gritzner's definition of geography by completing BLM G-20 or by creating a poster with this information in a similar format.
- Students share examples with the rest of the class.
- Students record information from peers in course notebooks.

KC-001 Give examples of ways in which geographic knowledge and understanding can inform decision making.

VC-001 Value the importance of geographic knowledge and understanding in making informed decisions.

S-100 Collaborate with others to achieve group goals and responsibilities.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

## Strategy 2: Using Geographic Knowledge: Issue-Based Analysis

- From media sources or class discussion, students identify a local or regional issue with geographic implications. *Examples: land use or transportation issue, environmental or ecological concern…*
- Working individually or with a partner, students analyze the issue using the Issue-Based Analysis form. (See SFAL 6.70, 6.115.)
- In small groups, students discuss and produce a brief report on the geographic knowledge and skills they used in making decisions to address the issue.
- Students record shared information in course notebooks.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Acquiring Strategies** | |
| • Monitor discussion and assess reports and notes for the student's understanding of examples of ways in which geographic knowledge can inform decision making. (See BLMs G-3, G-4.)<br>• Monitor interview questions and assess reports for evidence the student appreciates the importance of geographic knowledge.<br>• Assess the student's skills in drawing conclusions and making decisions based on information from interviews.<br>• Observe and assess the student's active listening skills. (See BLMs G-5, G-6.) | • You may need to provide examples of everyday uses of geographic knowledge and skills to help students generate interview questions. *Examples: drivers finding their way, managers knowing the location of clients, farmers understanding soil and weather conditions, emergency services workers knowing their community…*<br>• BLM 1-3: Sample Interview Form<br>• BLM G-3: Oral Presentation: Observation Checklist<br>• BLM G-4: Oral Presentation: Self-Assessment Checklist<br>• BLM G-5: Listening Skills: Observation Checklist<br>• BLM G-6: Listening Skills: Self-Assessment<br>• TN 11: Asking Geographic Questions<br>• TN 12: Asking Questions<br>• TN 14: Conducting an Interview |
| **Applying Strategies** | |
| • Assess the organizer/poster and notes for the student's understanding of the definition of geography and appropriateness of examples.<br>• Observe the student's collaboration skills if working with partners. (See BLM G-1.)<br>• Assess the organizer and notes for the student's skills in organizing and recording information. | • BLM G-1: Group Performance: Assessment Scale<br>• BLM G-20: Geography Questions Organizer<br>• Poster paper, markers |
| • Assess the report and notes for the student's understanding of ways in which geographic knowledge can inform his or her own and others' decision making.<br>• Monitor discussions and assess the report for evidence of the student's appreciation of the importance of geographic knowledge.<br>• Observe and monitor group work for the student's skills in collaborating with others. (See BLMs G-1, G-2.)<br>• Assess access to and use of a variety of media and the student's selection of appropriate issue-based news items for her or his skill in selecting information. (See BLM G-9.) | • Newspapers, magazines, Internet, and TV or radio news reports<br>• BLM G-1: Group Performance: Assessment Scale<br>• BLM G-2: Group Performance: Self-Assessment Scale<br>• BLM G-9: Selecting Information: Checklist<br>• SFAL 6.70, 6.115: Issue-Based Article Analysis |

Targeted Learning Outcomes

*Students will...*

KL-008 Define the term geography.

S-100 Collaborate with others to achieve group goals and responsibilities.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

Suggested Teaching/Learning Strategies

Applying Strategies

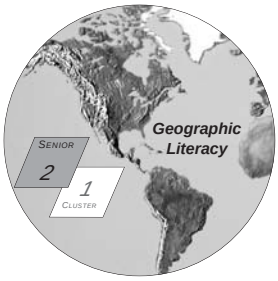
## Strategy 3: What Have You Learned about Geography?

- Students retrieve the KWL or KWHL organizer they started in the Activating Strategies segment of this learning experience; then, working in small groups, students review information already completed in the "Know" and "Want to Know" columns of their organizers.
- After a brief discussion on what questions they have answered in this learning experience activity, students complete the last column (Learned) in the KWL or KWHL organizer.
- Individually, students express their concept of the meaning of the term geography in the Concept Overview organizer. (See SFAL 6.112.)

Teacher Reflections

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Applying Strategies** | |
| • Assess responses on the KWL/KWHL and Concept Overview organizers for the student's understanding and knowledge of the term geography.<br>• Observe the student's participation in group discussions as they review their learning to determine her or his skill in collaboration. (See BLMs G-1, G-2.)<br>• Assess KWL/KWHL and Concept Overview organizers for the student's skill in organizing and recording information. | • Remind students to retrieve their partly completed KWL or KWHL organizers from the Activating Strategies segment of the learning experience.<br>• BLM G-1: Group Performance: Assessment Scale<br>• BLM G-2: Group Performance: Self-Assessment Scale<br>• BLM G-19: KWHL<br>• SFAL 6.94: KWL Organizer<br>• SFAL 6.112: Concept Overview |

Teacher Reflections




## Learning Experience: 1.2
## Physical and Human Geography

| | |
|---|---|
| KL-009 | Identify elements of physical and human geography. |
| KL-010 | Describe the relationship between physical and human geography. |
| KL-011 | Locate major physical features on a map of North America. |
| KL-012 | Locate international political divisions on a map of North America. |
| KL-013 | Locate provinces, territories, and capital cities on a map of Canada. |
| S-100 | Collaborate with others to achieve group goals and responsibilities. |
| S-200 | Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary. |
| S-201 | Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...* |
| S-300 | Formulate geographic questions to plan inquiry and research. |
| S-309 | Observe patterns and make generalizations based on geographic inquiry. |
| S-400 | Listen to others to understand their perspectives. |

## Description of Learning Experience

The second learning experience extends the definition of geography to include its two major fields: physical geography and human geography. It provides opportunities for students to identify elements of each, and proceeds to introduce students to the critical geographic concept of the dynamic interrelationships between the physical and human aspects of the world. This learning experience also gives students an opportunity to consolidate and extend their map knowledge of both human and physical elements of Canada and North America.

## Vocabulary Focus

The following vocabulary is important for Learning Experience 1.2: Physical and Human Geography.

| | | | |
|---|---|---|---|
| aerial photograph | global positioning systems | plains | states |
| agriculture | human geography | plateaus | territories |
| borders | ice age | political divisions | thematic |
| boundaries | igneous | provinces | topographic map |
| climate | line scale | ratio scale | transect |
| continental | map basics | remote sensing | transition zones |
| earthquakes | map scale | rock cycle | verbal scale |
| fauna | marine | rock types | water cycle |
| flora | metamorphic | rocks | |
| general purpose maps | minerals | satellite image | |
| geographic information systems | mountains | sedimentary | |
| glaciation | physical geography | shield | |

## Vocabulary Study Strategies

Please see **Appendix A: Content-Area Vocabulary Study Strategies** for suggested strategies to incorporate vocabulary studies into the learning experiences. Further vocabulary strategies are found in Vocabulary Strategies 6.31–6.36 and Information Processing Strategies 6.49–6.53 in *Success for All Learners: A Handbook on Differentiating Instruction* [referred to in this document as SFAL] (Manitoba Education and Training, 1996). In addition, a number of learning experiences within the clusters include vocabulary strategies for learning. Teachers are encouraged to make use of these strategies and to avoid the less meaningful practice of having students copy out dictionary definitions.

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Activating Strategies |

KL-009 Identify elements of physical and human geography.

S-100 Collaborate with others to achieve group goals and responsibilities.

S-400 Listen to others to understand their perspectives.

### Strategy 1: Fields of Geography

- With partners or in small groups, students brainstorm words related to geography.
- With their partner/group, students sort terms into categories of "physical" and "human."
- Students record information on the Sort and Predict Frame. (See SFAL 6.100.)
- Groups share predictions with the rest of the class to check for agreement and make necessary corrections.

KL-009 Identify elements of physical and human geography.

KL-010 Describe the relationship between physical and human geography.

S-100 Collaborate with others to achieve group goals and responsibilities.

S-300 Formulate geographic questions to plan inquiry and research.

S-400 Listen to others to understand their perspectives.

### Strategy 2: Asking Geographic Questions

- Working with a partner, students develop geographic questions. Answers to these questions will reflect the impact of the physical environment on human activities. *Example: Why do we wear heavy coats in the winter?*
- Students then develop answers to their questions or to other students' questions to demonstrate a possible relationship between physical and human geography. *Example: We wear heavy coats because the mid-latitude continental winter season is cold.*
- Student partners quiz class members to test for knowledge of the relationship between physical and human geography.
- As a class, students discuss the relationship between physical and human geography.

KL-013 Locate provinces, territories, and capital cities on a map of Canada.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

### Strategy 3: Mental Map of Canada

- Working individually and from memory (i.e., without the benefit of an atlas or wall map), students use a blank sheet of paper to draw a freehand map of Canada.
- Students focus on the outline shape of Canada's boundaries, the provincial boundaries, and the capital cities of the provinces and territories.
- Students share freehand maps with classmates and compare them with an atlas or wall map of Canada.
- On the back of their map sheets, students make a list of goals they will need to work on to improve their knowledge of Canada.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Activating Strategies** | |
| • Assess the Sort and Predict Frame for the student's understanding of physical and human geography.<br>• Have the student self-assess his or her collaborative skills using BLM G-2.<br>• Assess the student's skill in listening to others to understand their perspectives. (See BLMs G-5, G-6.) | • If the Word Splash activity was selected in LE 1 (Activating Strategy 1), students start with that list and add any new terms that come to mind.<br>• Students may find it necessary to add a third Sort and Predict category, "geographic tools," to include terms that may be on their list such as maps, globes, atlases, and GIS software.<br>• BLM G-2: Group Performance: Self-Assessment Scale<br>• BLM G-5: Listening Skills: Observation Checklist<br>• BLM G-6: Listening Skills: Self-Assessment<br>• SFAL 6.100: Sort and Predict Frame<br>• TN 4: Physical Geography<br>• TN 5: Human Geography |
| • Assess questions for the student's understanding of human and physical elements and the relationship between them.<br>• Observe and assess the student's skill in collaborating with others to achieve group goals and responsibilities. (See BLM G-1.)<br>• Assess the student's skill in formulating geographic questions.<br>• Monitor the student's listening skills during reports to class and in class discussion. (See BLMs G-5, G-6.) | • Students may need a number of examples of questions to initiate their thinking about the extent to which the physical environment affects human activities. TN 11 (Asking Geographic Questions) may be useful. *Examples: Why is mining a major economic activity in Thompson? Why do prairie farmers grow wheat crops instead of bananas and oranges? What is the major locational factor for the city of Winnipeg?*<br>• Although the impact of physical factors on human activities may be the dominant form of the relationship between physical and human geography, human activities can also affect the surrounding physical environment. *Examples: human-induced climate change, increased slope erosion due to cutting of forests…*<br>• BLM G-1: Group Performance: Assessment Scale<br>• BLM G-5: Listening Skills: Observation Checklist<br>• BLM G-6: Listening Skills: Self-Assessment<br>• TN 11: Asking Geographic Questions |
| • Assess the freehand map of Canada for the student's prior knowledge of locating provinces, territories, and capital cities.<br>• Assess the map of Canada for the student's skill in organizing information appropriately. | • This learning activity is based on an exercise developed by Dr. J. Lewis Robinson at the University of British Columbia to assess first-year geography students' knowledge of Canada. (See "The Varied 'Mental Maps' Our Students Have," *Canadian Geographic*, April/May 1981, Volume 101, Number 2.)<br>• Blank sheets of paper and pencils<br>• Wall map of Canada, atlases<br>• Depending on students' knowledge of Canada, they may wish to include on their freehand maps major physical features such as lakes, rivers, and mountains. |

Targeted Learning Outcomes

*Students will...*

KL-009 Identify elements of physical and human geography.

KL-011 Locate major physical features on a map of North America.

S-100 Collaborate with others to achieve group goals and responsibilities.

S-400 Listen to others to understand their perspectives.

Suggested Teaching/Learning Strategies

Activating Strategies

## Strategy 4: North American Travel Experience

- Working in small groups, students identify memorable places they have visited in North America.
- Students describe both the physical and human features of places visited.
- Students report to class and create a master list, on the board or flip chart, of places visited and their respective physical and human characteristics.
- Students identify locations listed on a wall map of North America and discuss possible relationships between physical and human geography for each.
- Individually, students label places on an outline map of North America.

*Students will...*

KL-010 Describe the relationship between physical and human geography.

KL-011 Locate major physical features on a map of North America.

KL-013 Locate provinces, territories, and capital cities on a map of Canada.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-309 Observe patterns and make generalizations based on geographic inquiry.

Acquiring Strategies

## Strategy 1: Map of Canada

- Using print and electronic resources, students locate and label major physical features on a map of Canada. *Examples: major landforms, rivers, and bodies of water…*
- On the same map, students locate and label capital cities of provinces and territories of Canada.
- Students analyze and describe any relationships between Canada's physical features and location of capital cities. *Examples: Near what kind of features are most capital cities located? In what type of landform region? Why?*
- Students share responses with peers.
- Students record findings in their course notebooks.

Teacher Reflections

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Activating Strategies** | |
| • Monitor group discussions and assess the master list for the student's knowledge of elements of physical and human geography.<br>• Assess the map for the student's knowledge of locations of major physical features in North America.<br>• Assess work in small groups for the student's skill in collaborating with others. (See BLM G-1.)<br>• Monitor the student's active listening skills in group discussions and reports to class. (See BLMs G-5, G-6.) | • Teachers may need to define the extent of North America as described in most geography textbooks (including Central America and the Caribbean).<br>• Students with limited travel experience may need to be reminded that, from a geographic perspective, any location (however familiar it may seem to us) is as interesting as any other seemingly "exotic" location.<br>• Wall Map of North America<br>• BLM G-1: Group Performance: Assessment Scale<br>• BLM G-5: Listening Skills: Observation Checklist<br>• BLM G-6: Listening Skills: Self-Assessment<br>• BLM G-35: Map of North America |
| **Acquiring Strategies** | |
| • Assess the report and notes for the student's knowledge of the relationship between physical and human geography.<br>• Assess the map for the student's knowledge of locations of major physical features, provinces, territories, and capital cities.<br>• Observe and monitor the student's skill in selecting information from atlases/wall maps.<br>• Monitor reports and assess notes for the student's skill in observing physical and human patterns and making generalizations. | • You may need to provide some examples of physical features and specify the major rivers, lakes, and landforms that students are required to label on maps.<br>• BLM G-34: Map of Canada<br>• TN 8: Geographic Information Systems (GIS)<br>• Access to print and online atlases, wall maps for reference (See <www.atlas.gc.ca>, <www.canadiangeographic.ca/atlas>.)<br>• The mapping activities may be conducted using outline handout maps or GIS computer software.<br>• The Manitoba Education, Citizenship and Youth website includes an activity to construct a GIS map of Canada: "Locating Provinces, Territories and Capital Cities on a Map of Canada." (See <www.edu.gov.mb.ca> and follow the links: Kindergarten to S4/Curriculum/Social Studies/GIS Resources.) |

Teacher Reflections

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Acquiring Strategies |

KL-009 Identify elements of physical and human geography.

KL-010 Describe the relationship between physical and human geography.

KL-011 Locate major physical features on a map of North America.

KL-012 Locate international political divisions on a map of North America.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-309 Observe patterns and make generalizations based on geographic inquiry.

### Strategy 2: Mapping Physical Features of North America

- Using print and electronic resources, students locate and label the major physical features on an outline map of North America.
- Students also label the major political divisions on the map of North America.
- Students analyze maps and identify countries that are dominated by one or two major physical features and those that have a variety of physical features. *Examples: mountains, plains…*
- In small groups, students discuss the possible implications of physical features on the type and variety of human activities.
- Individually, students write an Exit Slip to describe the implications of physical features on the type and variety of human activities.

KL-009 Identify elements of physical and human geography.

KL-010 Describe the relationship between physical and human geography.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-302 Draw conclusions and make decisions based on research and various types of evidence.

### Strategy 3: Relationship between Physical and Human Geography

- Working with a partner, students select a human (cultural) feature located either locally or anywhere in North America. *Examples: site of an industry, transportation route, location of golf course, site of a settlement…*
- Students discuss physical and human factors that may have determined the location of their selected feature. *Examples: golf course located on river flats not appropriate for housing due to risk of flooding, near urban centre to attract many golfing enthusiasts…*
- Students share examples with the class.
- Students record in their course notebooks examples of the relationship between physical and human factors of selected features.

| *Students will...* | Applying Strategies |
|---|---|

KL-009 Identify elements of physical and human geography.

KL-010 Describe the relationship between physical and human geography.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

S-309 Observe patterns and make generalizations based on geographic inquiry.

### Strategy 1: Reviewing the Definition of Geography

- Students work individually to review their knowledge of geography and the relationship of the two major fields: physical and human.
- Students record their knowledge on a Concept Relationship Frame. (See SFAL 6.53, 6.104.)

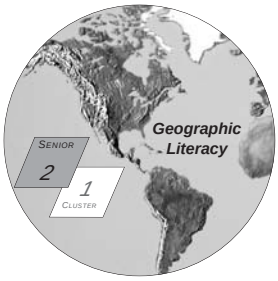
| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Acquiring Strategies** | |
| • Assess the map, analysis, and Exit Slip for the student's knowledge of elements of physical and human geography and possible relationships between the two fields of geography.<br>• Assess the map for the student's knowledge of locations of major physical features and political divisions of North America.<br>• Monitor the student's skill in selecting information from appropriate electronic and print atlas resources.<br>• Assess the student's skill in observing patterns and making generalizations about physical and human features of North America. | • BLM G-35: Map of North America<br>• Print and electronic atlas resources (See <www.atlas.gc.ca>.)<br>• SFAL 6.60: Exit Slips<br>• The mapping activities may be conducted with GIS computer software.<br>• TN 8: Geographic Information Systems (GIS) |
| • Monitor the discussion and assess notes for the student's understanding of the elements of and relationships between physical and human geography.<br>• Assess the student's skill in selecting her or his own examples of physical and human geography (primary sources).<br>• Assess the student's skill in drawing conclusions and making decisions based on various types of evidence. | • Some students may need further examples of human features they can select. *(Examples: specific local features [building, sports field], large features [cities, farmland], or linear features [roads or pathways]…)* The main objective is for students to understand there are always reasons (physical, human, or both) that explain why human-made features are located where they are.<br>• TN 4: Physical Geography<br>• TN 5: Human Geography |
| **Applying Strategies** | |
| • Assess the Concept Relationship Frame for the student's knowledge of the elements of, and relationship between, physical and human geography.<br>• Assess the student's skill in organizing and recording information and observing patterns on the Concept Relationship Frame. | • You may need to model the use of the Concept Relationship Frame.<br>• This strategy can be related to the Sort and Predict activity in the Activating Strategy earlier in this learning experience.<br>• SFAL 6.53, 6.104: Concept Relationship Frame |

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Applying Strategies |
| KL-009 Identify elements of physical and human geography.<br>KL-010 Describe the relationship between physical and human geography.<br>S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.<br>S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...* | Strategy 2: Scenes of North America<br>• Students collect a variety of pictures depicting physical features and human (cultural) activities in North America.<br>• Students attach pictures in appropriate locations on a large wall map (or large outline map they have created).<br>• Students justify their choice of location for each picture. *Example: identify specific clues from the picture that help determine its location in North America…*<br>• Students record their rationale for choices in their course notebooks. |
| KL-009 Identify elements of physical and human geography.<br>KL-010 Describe the relationship between physical and human geography.<br>S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.<br>S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...* | Strategy 3: Home to School Transect<br>• Students note both physical and human features along their route from home to school.<br>• Students create a transect of their route and label the physical and human features along the transect.<br>• Students share the transect with the class, pointing out major features along the route, and explaining possible relationships between physical and human elements. |

Teacher Reflections

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Applying Strategies** | |
| • Assess the location of pictures and accompanying explanations for the student's understanding of the relationship between physical and human geography of North America.<br>• Assess the student's skill in selecting appropriate pictures from a variety of sources.<br>• Assess the student's skill in organizing and placing pictures in appropriate locations on the map of North America. | • Students may wish to create a large outline map of North America by projecting an overhead transparency map or a GIS-produced map on a large sheet of poster paper and tracing the outline.<br>• Access to supply of magazines that can be cut up for pictures *(Examples: Canadian Geographic, National Geographic, Maclean's…)*<br>• Brochures from travel agencies, pictures from calendars<br>• Overhead/LCD projector<br>• BLM G-35: Map of North America |
| • Assess transect and explanations for the student's understanding of physical and human elements and their relationship.<br>• Observe the student's skill in selecting information from primary sources for inquiry.<br>• Assess the transect for the student's skill in organizing and recording information. | • TN 4: Physical Geography<br>• TN 5: Human Geography<br>• TN 19: Creating a Transect<br>• A local street map and/or topographic map may be helpful for students to identify routes from home to school.<br>• Sheets of drawing paper or poster paper |

Teacher Reflections




## Learning Experience 1.3: Place and Identity

| | |
|---|---|
| KI-003 | Explain the relationship between place and identity. |
| KP-040 | Describe ways in which various globes, maps, and map projections may influence perceptions. *Examples: relative size and position, power, sovereignty...* |
| KH-032 | Recognize that the study of geography includes the study of change over time. |
| VI-002 | Appreciate the importance of place to their identity. |
| S-100 | Collaborate with others to achieve group goals and responsibilities. |
| S-200 | Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary. |
| S-201 | Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...* |
| S-204 | Select, use, and interpret various types of maps. |
| S-205 | Recognize and interpret various map projections. |
| S-302 | Draw conclusions and make decisions based on research and various types of evidence. |
| S-309 | Observe patterns and make generalizations based on geographic inquiry. |
| S-402 | Express informed and reasoned opinions. |
| S-403 | Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...* |
| S-405 | Articulate their perspectives on issues. |

## Description of the Learning Experience

In this learning experience, students explore issues of perception relating to geography. Students make connections between the concepts of place and identity, and reflect upon the importance of place to their personal identity. Students also acquire an understanding that maps and map projections can be powerful symbols that may influence perceptions of position and power. In this learning experience, students also recognize that the study of geography, whether it be physical or human, includes the study of change over time.

## Vocabulary Focus

The following vocabulary is important for Learning Experience 1.3: Place and Identity.

| | | | |
|---|---|---|---|
| absolute location | Greenwich Mean Time | perceptions | small scale |
| change over time | identity | Peterson | sovereignty |
| compass | International Date Line | place | stereoscope |
| compass bearing | large scale | place attachment | sub-tropics |
| compass rose | latitude | polar | temperate |
| direction | location | power | time zones |
| earth grid | longitude | prime meridian | tropics |
| equator | map distortion | projections | values |
| equatorial | Mercator | relative location | |
| gazetteer | meridians | Robinson | |
| geographic coordinates | parallels | sense of place | |

## Vocabulary Study Strategies

Please see **Appendix A: Content-Area Vocabulary Study Strategies** for suggested strategies to incorporate vocabulary studies into the learning experiences. Further vocabulary strategies are found in Vocabulary Strategies 6.31–6.36 and Information Processing Strategies 6.49–6.53 in *Success for All Learners: A Handbook on Differentiating Instruction* [referred to in this document as SFAL] (Manitoba Education and Training, 1996). In addition, a number of learning experiences within the clusters include vocabulary strategies for learning. Teachers are encouraged to make use of these strategies and to avoid the less meaningful practice of having students copy out dictionary definitions.

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Activating Strategies |

KI-003 Explain the relationship between place and identity.

VI-002 Appreciate the importance of place to their identity.

S-405 Articulate their perspectives on issues.

### Strategy 1: Perceptions of Place and Identity

- In a class discussion, students brainstorm the idea of "place attachment." They discuss how they have come to know and feel comfortable with the place where they were born or have lived for a length of time.
- Students identify both physical and human aspects of this place, and the things that are familiar to them or the things that they miss when they are away from this familiar environment. *Examples: street, neighbourhood, or farm…*
- Students who have recently moved explain this experience. They may speak of missing their old place, and the challenges of getting to know a new place, becoming "attached" to it, and feeling comfortable in their new surroundings.
- Students complete the organizer in BLM 1-4 to express their perceptions of place and identity.

KP-040 Describe ways in which various globes, maps, and map projections may influence perceptions. *Examples: relative size and position, power, sovereignty...*

S-204 Select, use, and interpret various types of maps.

S-205 Recognize and interpret various map projections.

S-302 Draw conclusions and make decisions based on research and various types of evidence.

### Strategy 2: Map Projections and Perceptions

- Students examine a Mercator projection wall map of the world (or in an atlas) to observe relative size of countries and continents in various parts of the world.
- Students view the following pairs of countries and/or continents to see which appears to be larger, and record their findings:
  i) Greenland and South America
  ii) China and Canada
  iii) Scandinavia and India
  iv) North America and Africa
- Students then view the same pairs, using a globe, to see how their perceptions of relative sizes might change (students could also use a gazetteer to determine actual areas of the countries/continents for comparison and contrast), and record findings.
- Students discuss possible reasons for these changing perceptions from the map to the globe.
- Students record findings in their course notebooks.

KH-032 Recognize that the study of geography includes the study of change over time.

S-100 Collaborate with others to achieve group goals and responsibilities.

S-309 Observe patterns and make generalizations based on geographic inquiry.

### Strategy 3: Time and Change in Your Community

- In small groups, students brainstorm any recent changes that have taken place near their school, in their neighbourhood, or in their community. *Examples: a new building, road construction or paving, clearing of trees, removal of old farm buildings, development in an open space, erosion of a riverbank…*
- Students report examples to the class and develop a list on the board or flip chart.
- Students record examples of changes and note possible reasons for these changes in their course notebooks.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Activating Strategies** | |
| • Monitor discussions and assess the organizer for the student's understanding of the relationship between place and identity.<br>• Monitor examples provided and assess the organizer for evidence of the student's appreciation of the importance of place to his or her identity.<br>• Assess the student's discussions and the organizer for her or his skill in articulating perspectives about place and identity. (See BLM G-10.) | • You may wish to introduce the concept of "place attachment" with a discussion of being homesick.<br>• Photographs of familiar places can be used to evoke feelings of place and identity.<br>• You might remind students that the sense of place and identity might also apply to their school experiences, and that feelings of apprehension about going to a new school result from leaving a familiar place and trying to become comfortable in the new surroundings.<br>• Classrooms with new Canadians provide opportunities for new citizens to identify aspects of their former home and places they miss.<br>• BLM 1-4: Sense of Place and Identity<br>• BLM G-10: Articulating Perspectives: Observation Checklist<br>• TN 10: Place and Identity<br>• TN 33: Articulating Perspectives on Issues |
| • Monitor student's observations and assess findings to assess the student's understanding of ways in which globes and various map projections influence perceptions of relative size.<br>• Assess the student's skill in selecting, using, and interpreting appropriate maps.<br>• Monitor discussions and assess notes for the student's skill in drawing conclusions based on observations of map projections. | • A classroom display including a globe and maps of varying projections might provide visual encouragement for students to view and analyze characteristics and differing perceptions of globes and maps.<br>• Travel and tourism maps often highlight and distort specific areas to draw the interest of the traveller to that region.<br>• Access to atlases, wall maps, globes<br>• TN 6: Map Projections<br>• TN 7: Map Types and Properties |
| • Monitor brainstorming and assess the report and notes for the student's understanding that the study of geography includes the study of change over time.<br>• Observe and monitor the student's collaborative skills in group work. (See BLMs G-1, G-2.)<br>• Monitor brainstorming and assess examples listed for the student's skill in observing patterns and making generalizations about changes in his or her community. | • Historical photos of local features could be posted in the classroom to further emphasize change over time.<br>• Students may have "before and after" photographs of a changing feature at their home or neighbourhood to share with the class.<br>• BLM G-1: Group Performance: Assessment Scale<br>• BLM G-2: Group Performance: Self-Assessment Scale |

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Acquiring Strategies |

KI-003 Explain the relationship between place and identity.

VI-002 Appreciate the importance of place to their identity.

S-100 Collaborate with others to achieve group goals and responsibilities.

S-405 Articulate their perspectives on issues.

### Strategy 1: Perceptions of Place and Identity in Manitoba

- In small groups, students examine tourism materials of their community or region. *Examples: brochures, maps, websites…*
- Students identify and list specific features, events, and characteristics that are unique to the identity of the community (place) in question. *Examples: geographic location or feature, seasonal event such as a local fair, cultural characteristics, roadside monument, major economic activities…*
- Groups report their findings to the class and discuss how communities emphasize these relationships between place and identity to promote tourism.
- Students write an Exit Slip to explain what they have learned about the relationship between place and identity and the importance of place to their personal identity.

KP-040 Describe ways in which various globes, maps, and map projections may influence perceptions. *Examples: relative size and position, power, sovereignty...*

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

S-205 Recognize and interpret various map projections.

### Strategy 2: Characteristics and Perceptions of Map Projections

- Working with a partner or in small groups, students view world maps in different projections.
- Using a variety of information sources, students research three well-known projections used for world maps: Mercator, Peters, and Robinson.
- Students identify key characteristics of each projection and record findings. Should include information for each, such as:
  - When and why it was developed
  - Characteristics of lines of latitude and longitude
  - Characteristics of area, shape, direction, and distances
  - Visual perception (perceived versus actual size of countries) and distortion
  - Major uses
  - Advantages and disadvantages
- Students report to class to share findings and discuss how projections may influence perceptions.

KH-032 Recognize that the study of geography includes the study of change over time.

S-100 Collaborate with others to achieve group goals and responsibilities.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

S-309 Observe patterns and make generalizations based on geographic inquiry.

### Strategy 3: Physical and Human Changes over Time

- Working in small groups, students use a variety of sources to study geographical changes, both physical and human, in their community over time.
- Students identify specific features and describe the changes over time. The feature should be identified as a human feature or a physical feature.
- Students create sketch maps and/or drawings to reflect changes identified.
- Groups present findings to class.
- Classmates make notes on changes listed and classify them as physical or human in their course notebooks.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Acquiring Strategies** | |
| • Monitor the report and assess the Exit Slip for the student's understanding of the relationship between place and identity.<br>• Monitor the report and assess the Exit Slip for evidence of the student's appreciation of the importance of place to her or his identity.<br>• Monitor the student's collaborative skills. (See BLM G-1.)<br>• Assess the report and Exit Slip for the student's skill in articulating perspectives. (See BLM G-10.) | • Some picture books for children could be used to study the importance of place and identity for those growing up in the prairies *Examples: If You're Not from the Prairie* by David Bouchard, illustrated by Henry Ripplinger; and *The Prairie Alphabet* by Jo Bannatyne-Cugnet, illustrated by Yvette Moore…<br>• Tourism materials of community or region<br>• Access to the Internet (See <www.bigthings.ca/bigmb.html> with links to individual communities.)<br>• BLM G-1: Group Performance: Assessment Scale<br>• BLM G-10: Articulating Perspectives: Observation Checklist<br>• SFAL 6.60, 6.61: Exit Slips<br>• TN 33: Articulating Perspectives on Issues |
| • Assess the organizer for the student's understanding of characteristics and perceptions of map projections.<br>• Observe and monitor the student's skill in selecting and using appropriate maps for gathering information.<br>• Assess the organizer for the student's skill in organizing and recording information.<br>• Monitor the report and assess the organizer for students' skill in recognizing and interpreting various types of map projections. | • Wall maps, atlases (introductory sections in some atlases provide information on globes, maps, and projections), encyclopedias<br>• The Internet (suggested sites: <atlas.gc.ca> and follow the links: Learning Resources/Map Making/ Map Projections; <www.colorado.edu/geography>, and follow the links: Geographers Craft/Lecture and Discussion Notes/Map Projections)<br>• TN 6: Map Projections<br>• TN 7: Map Types and Properties<br>• Video: *Many Ways to See the World*. (Available at <www.petersmap.com> and follow the links: How to Order the Peters Map/Video *Many Ways to See the World*.) |
| • Assess the organizer, sketch map/drawing, and notes for the student's knowledge of geographic change over time.<br>• Monitor and assess group work for the student's skill in collaborating with others to achieve group goals and responsibilities. (See BLMs G-1, G-2.)<br>• Assess the student's skill in selecting appropriate examples of changing features in her or his community.<br>• Assess the organizer, sketch, and notes for the student's skills in organizing and recording information.<br>• Monitor and assess the student's skill in observing patterns and making generalizations about changes over time. | • This activity could be combined with a local field study to identify physical and human changes subsequent to the last photo or map coverage of the study region.<br>• Current and historical aerial and ground photographs of the study region<br>• Various editions of topographic and street maps of the study region<br>• Community and regional history books<br>• Local citizens for interviews<br>• BLM G-1: Group Performance: Assessment Scale<br>• BLM G-2: Group Performance: Self-Assessment Scale<br>• TN 14: Conducting an Interview<br>• TN 30: Field Studies in Geography |

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Applying Strategies |

## Strategy 1: Designing Team Names and Logos—Place and Identity

KI-003 Explain the relationship between place and identity.

VI-002 Appreciate the importance of place to their identity.

S-309 Observe patterns and make generalizations based on geographic inquiry.

- Working with a partner, students create a team name and logo, and design a mascot for a sport in their own town, a nearby town, or any North American city.
- Students select a town or city they are familiar with and consider the features and characteristics that are part of its identity. *(Examples: landform, major industry, historical event, cultural feature, common bird, animal, or plant…)* (See BLM 1-5 for further examples.)
- Students record details of their team name, logo, and supporting information in an organizer. (See BLM 1-6.)
- Students post their team logo on a bulletin board and tell the class of their team name and mascot.
- Students provide a rationale for their choices and explain how they reflect place and identity.

## Strategy 2: Map Collection

KP-040 Describe ways in which various globes, maps, and map projections may influence perceptions. *Examples: relative size and position, power, sovereignty...*

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary

S-204 Select, use, and interpret various types of maps.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

- Working in small groups, students collect as many different kinds of maps as possible from various sources. *Examples: from newspapers, magazines, cartoons, travel advertisements, tourism offices, local/provincial road and travel maps, history books, the Internet…*
- Students analyze maps to check for accuracy, scale, and conventional map basics. *Examples: title, legend, coordinates, scale, symbols…*
- Students write a brief statement for each map to indicate what perception it is attempting to portray to the reader.
- Students create a bulletin board or wall display of their maps and lead class through a Gallery Walk.
- Classmates list maps presented and describe perceptions portrayed by each in their course notebooks.

## Strategy 3: Then and Now in Photographs

KH-032 Recognize that the study of geography includes the study of change over time.

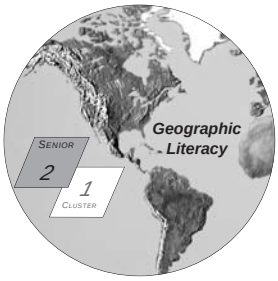
S-100 Collaborate with others to achieve group goals and responsibilities.

S-302 Draw conclusions and make decisions based on research and various types of evidence.

S-402 Express informed and reasoned opinions.

- Working in collaborative groups, students collect old photographs of any five features (human or physical) in or near their community. *Examples: houses, street scenes, riverbank, woodland, commercial buildings, park…*
- Students identify the feature and location in the photographs, and determine the date of the photograph if possible.
- Students then photograph the same features to show their current appearance.
- Students analyze changes that have taken place and write a paragraph to discuss their findings.
- Students display the photos and their written analyses in a “Then and Now” poster or on the bulletin board.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Applying Strategies** | |
| • Assess the organizer for the student's knowledge in explaining the relationship between place and identity.<br>• Monitor work in pairs and assess the organizer for evidence of the student's appreciation of the importance of place to identity.<br>• Assess the student's skill in observing patterns and making generalizations about place and identity as reflected in his or her projects. | • Students may refer to actual team names and logos for ideas, but they should create their own for this learning experience.<br>• BLM 1-5: Team Names and Logos: A Reflection of Place<br>• BLM 1-6: Creating a Team Name and Logo<br>• Art materials as required |
| • Assess maps and notes about perceptions communicated for the student's understanding of ways in which various maps and projections may influence perceptions.<br>• Monitor and assess the student's skill in selecting appropriate maps from a variety of sources.<br>• Assess assortment of maps collected and analysis of each for the student's skill in selecting and interpreting various types of maps.<br>• Assess the student's skill in presenting maps and analyses in an appropriate format for audience and purpose. | • Remind students that information from Acquiring Strategy 2 in this learning experience may be helpful for this strategy.<br>• Access to cutting and mounting materials, such as newspapers, magazines, travel literature, road/street maps<br>• Access to the Internet for each group<br>• BLM G-3: Oral Presentation: Observation Checklist<br>• BLM G-4: Oral Presentation: Self-Assessment Checklist may be adapted for this learning experience.<br>• BLM G-8: Assessment Guide for Visuals may be adapted for this learning experience.<br>• SFAL 6.80: Gallery Walk<br>• TN 6: Map Projections<br>• TN 7: Map Types and Properties |
| • Assess photographs and the display for the student's knowledge and understanding of changes over time.<br>• Observe and assess the student's collaborative skills. (See BLM G-1.)<br>• Assess the student's skill in interpreting changes and drawing conclusions based on evidence.<br>• Assess written analyses for the student's skill in expressing informed and reasoned opinions. | • Photographs in albums and in community/regional history books may be used. (Seek permission to use historical photographs and handle them with care. These could be copied for use in the project and originals returned to owners.)<br>• Students may have access to family photographs that might be appropriate.<br>• Cameras for photographing current geographical features<br>• BLM G-1: Group Performance: Assessment Scale<br>• BLM G-7: Checklist for Creating Visuals |




## Learning Experience 1.4: Global Environmental Types

| | |
|---|---|
| KL-014 | Explain the concept of global environmental types as physical geographic regions that are composites of climate, vegetation, and soils. |
| KL-015 | Identify global environmental types on a map of the world. |
| KL-016 | Locate on a map of Manitoba global environmental types found in Manitoba. |
| KL-017 | Identify on a map of the world major population clusters and explain the relationship between population and global environmental types. |
| S-100 | Collaborate with others to achieve group goals and responsibilities. |
| S-104 | Seek consensus in collaborative problem solving. |
| S-200 | Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary. |
| S-201 | Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...* |
| S-204 | Select, use, and interpret various types of maps. |
| S-309 | Observe patterns and make generalizations based on geographic inquiry. |
| S-402 | Express informed and reasoned opinions. |

## Description of Learning Experience

This learning experience introduces students to the concept of global environmental types as a way of classifying a combination of physical factors that collectively influence human activities. Students identify the major environmental types on a world map and locate those found in Manitoba on an appropriate map. Students also identify and analyze relationships between global environmental types and major world population clusters.

## Vocabulary Focus

The following vocabulary is important for Learning Experience 1.4: Global Environmental Types.

| | | | |
|---|---|---|---|
| alpine | forest | population density | soils |
| aquatic | grasslands | population clusters | steppe |
| arid | Mediterranean | prairie | taiga |
| biome | monsoon | rain forest | terrestrial |
| boreal | natural vegetation | savanna | tundra |
| desert | organic | semi-arid | |
| ecozones | organisms | soil profile | |

## Vocabulary Study Strategies

Please see **Appendix A: Content-Area Vocabulary Study Strategies** for suggested strategies to incorporate vocabulary studies into the learning experiences. Further vocabulary strategies are found in Vocabulary Strategies 6.31–6.36 and Information Processing Strategies 6.49–6.53 in *Success for All Learners: A Handbook on Differentiating Instruction* [referred to in this document as SFAL] (Manitoba Education and Training, 1996). In addition, a number of learning experiences within the clusters include vocabulary strategies for learning. Teachers are encouraged to make use of these strategies and to avoid the less meaningful practice of having students copy out dictionary definitions.

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Activating Strategies |

KL-014 Explain the concept of global environmental types as physical geographic regions that are composites of climate, vegetation, and soils.

S-309 Observe patterns and make generalizations based on geographic inquiry.

### Strategy 1: Defining Global Environmental Types (Biomes)

- As a class, students discuss general differences in vegetation, climate, and soils from place to place within Manitoba, Canada, and the world.
- Students list on the board or flip chart as many environmental types (biomes) as they can think of.
- Based on the discussion and examples, students complete the Concept Overview sheet, paying particular attention to the development of a definition of global environmental types (biomes). (See SFAL 6.65–69; 6.112.)
- Students share work and consult a dictionary to confirm or revise their definitions.

KL-015 Identify global environmental types on a map of the world.

KL-016 Locate on a map of Manitoba global environmental types found in Manitoba.

S-104 Seek consensus in collaborative problem solving.

S-309 Observe patterns and make generalizations based on geographic inquiry.

### Strategy 2: Locations of Environmental Types (Biomes) around the World

- Working with a partner, students collect pictures of different biomes of Manitoba and around the world.
- Students identify the biome and its possible location in Manitoba or the world.
- Students attach pictures in appropriate places on a wall map of Manitoba or the world.
- Partners report to class giving a brief description of the biomes as seen in pictures and their rationale for placement.

KL-015 Identify global environmental types on a map of the world.

KL-016 Locate on a map of Manitoba global environmental types found in Manitoba.

KL-017 Identify on a map of the world major population clusters and explain the relationship between population and global environmental types.

S-309 Observe patterns and make generalizations based on geographic inquiry.

### Strategy 3: Relationship between Global Environmental Types and Population

- As a class, students discuss the ability of various global environmental types (biomes) to support human populations.
- Students use knowledge of their home province to identify global environmental types in Manitoba that support the largest and smallest populations and discuss possible reasons.
- Students predict which global environmental types (biomes) around the world would likely have major population groups and which ones would not, and create a matching list on the board or flip chart.
- Students check predictions by comparing global environmental types with major population centres around the world.
- Students complete an Exit Slip to record any observed patterns between environmental types and populated regions.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Activating Strategies** | |
| • Assess the Concept Frame for the student's understanding of global environmental types and examples.<br>• Monitor discussion of examples and assess the Concept Overview for the student's skill in observing patterns and making generalizations based on geographic inquiry. | • Most published sources use the term "biomes" for Global Environmental Types. (See TN 9 for explanations.)<br>• Although students may not be familiar with some of the terminology of biomes, they may be able to identify a number of them once several examples are provided. *Examples: grasslands, tundra, boreal forest, desert…*<br>• SFAL 6.65-69; 6.112: Concept Overview Frame<br>• TN 9: Global Environmental Types (Biomes) provides background information for the teacher, and suggests a method of biome classification to use in this learning experience. |
| • Assess picture selections and placement on the map for the student's knowledge of global environmental types in the world.<br>• Observe types and placement of appropriate pictures for the student's knowledge of environmental types in Manitoba.<br>• Monitor the student's collaboration skills. (See BLM G-1.)<br>• Assess selection and placement of pictures for the student's skill in observing patterns and making generalizations. | • TN 9: Global Environmental Types (Biomes) may be shared with students to remind them of the different types of biomes around the world.<br>• Access to magazines, tourist brochures, and the Internet to collect pictures of global environmental types (biomes)<br>• Wall map of Manitoba and the world to mount pictures<br>• BLM G-1: Group Performance: Assessment Scale |
| • Monitor predictions and assess the Exit Slip for the student's knowledge and understanding of global and Manitoba environmental types and their respective locations.<br>• Monitor predictions and assess the Exit Slip for the student's knowledge of major population clusters around the world and their relationships to global environmental types.<br>• Monitor predictions and assess the Exit Slip for the student's skill in observing patterns and making generalizations. | • This learning experience could be completed in conjunction with the previous experience (Strategy 2: Locations of Global Environmental Types [Biomes] around the World).<br>• Atlases, world population map<br>• SFAL 6.60-6.61: Exit Slips<br>• TN 9: Global Environmental Types (Biomes) may assist students in making their predictions |

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Acquiring Strategies |

KL-014 Explain the concept of global environmental types as physical geographic regions that are composites of climate, vegetation, and soils.

KL-015 Identify global environmental types on a map of the world.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

## Strategy 1: Characteristics of Global Environmental Types

- Working in pairs, students use a variety of sources to research various global environmental types (each pair may be assigned a different type to promote interdependent learning).
- Students identify specific categories of information about each environmental type, and individually record their findings in an organizer. Organizer headings could include: Type, Location, Landforms, Vegetation, Climate, and Human Settlement and Activities.
- Students include an appropriate title for the organizer, and reference the sources they use for information.
- Pairs share findings with the class.
- Class members record information about global environmental types presented in their organizer.

KL-016 Locate on a map of Manitoba global environmental types found in Manitoba.

KL-017 Identify on a map of the world major population clusters and explain the relationship between population and global environmental types.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

## Strategy 2: Global Environmental Types (Biomes) of Manitoba

- Working individually, students research a variety of sources for information about environmental types in Manitoba.
- Students locate and label environmental types found in Manitoba on a map of the province.
- Students locate and label all the cities (legal designation) in Manitoba as reference points.
- Students identify the most- and least-populated environmental types in Manitoba.
- Students share findings with class and write a journal entry about the possible reasons for the relationship between environmental types and population in Manitoba.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Acquiring Strategies** | |
| • Assess the organizer for the student's knowledge of characteristics of global environmental types and locations.<br>• Monitor the student's research for skills in selecting information from a variety of sources.<br>• Assess the organizer for the student's skill in organizing and referencing information. | • Global environmental types (biomes) can be classified in a number of different ways. Review TN 9: Global Environmental Types (Biomes) for suggested simplified classification system for this learning experience.<br>• If students are using a textbook that includes a section on global environmental types, you may wish to use those classifications.<br>• TN 9: Global Environmental Types (Biomes) may be used as a handout if other sources of information are limited or access to the Internet is not available.<br>• Access to the Internet (Check <www.ucmp.berkeley.edu/glossary/gloss5/biome/index.html> for a site that uses the classifications suggested in TN 9.) |
| • Assess the student's map of Manitoba for knowledge of locations of environmental types found in the province.<br>• Assess the map and journal for the student's understanding of the relationship between environmental types and population in Manitoba.<br>• Monitor and assess the student's skill in selecting information from a variety of sources.<br>• Assess the map and journal entries for the student's skill in organizing and recording information. | • BLM G-30: Map of Manitoba<br>• TN 22: Journal Writing in Geography<br>• Access to the Internet for population of Manitoba cities, legal designation (Check the following provincial site for conducting searches: <www.communityprofiles.mb.ca> and follow the link to Municipal Community Profiles.)<br>• This learning experience could be completed as an extension to the previous Acquiring Strategy as similar sources of information apply.<br>• In some sources, biomes are subdivided into smaller units called ecozones for more specific study of environmental types in smaller regions. (See TN 9 for explanation.)<br>• Information and maps on Canadian ecozones can be found on the following sites:<br>– <www.ccea.org> and follow the links: Canada's Ecosystems/Terrestrial Ecozones of Canada<br>– <atlas.gc.ca> and follow the links: Explore Our Maps/Environment/Terrestrial Ecozones Map<br>• The *ArcCanada 3.0 Data Sets* that accompany GIS software available from Manitoba Education, Citizenship and Youth include data and shape files on ecozones in Canada.<br>• Reference to a Canadian ecozones map may assist students in creating their map of Manitoba environmental types. |

Targeted Learning Outcomes

Suggested Teaching/Learning Strategies

*Students will...*

KL-015 Identify global environmental types on a map of the world.

KL-017 Identify on a map of the world major population clusters and explain the relationship between population and global environmental types.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-204 Select, use, and interpret various types of maps.

## Acquiring Strategies

### Strategy 3: World Global Environmental Types and Population Clusters

- Students use an atlas and/or websites to find the major world population clusters and mark these on an outline map of the world.
- Students use an atlas and/or websites to find the location of the various environmental types around the world and show these, with the use of colour codes, on the same map or as overlays.
- Students complete an Exit Slip noting any correlations between environmental types and population, and speculate on possible reasons.

*Students will...*

KL-008 Define the term geography.

KL-014 Explain the concept of global environmental types as physical geographic regions that are composites of climate, vegetation, and soils.

S-309 Observe patterns and make generalizations based on geographic inquiry.

S-402 Express informed and reasoned opinions.

## Applying Strategies

### Strategy 1: Analyzing a Biome Using the Definition of Geography

- Working individually, students select a global environmental type and review the information gathered in previous strategies for this learning experience.
- Students record information in Part A of BLM 1-7.
- As a class, students reflect on the Gritzner definition of geography (what is where, why there, why care?), and discuss how this definition might relate to their knowledge of global environmental types and why it might be important.
- Working individually again, students summarize the main points of the class discussion in Part B of BLM 1-7.

KL-014 Explain the concept of global environmental types as physical geographic regions that are composites of climate, vegetation, and soils.

S-100 Collaborate with others to achieve group goals and responsibilities.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

### Strategy 2: Biomes in a Box (Creating a Diorama)

- Working in small groups, students select a global environmental type (or have one assigned by teacher), and review relevant information from previous learning in this learning experience.
- Students create a diorama (using a large shoe box or slightly larger box and art materials) to illustrate the selected biome.
- Students identify the selected biome in a prominent title near the top of the box.
- Students paint the inside bottom and sides of the box appropriately to represent typical landscape and vegetation of that region, and add pictures or cut-out shapes to represent animals, plants, and a typical human dwelling found in that environmental type.
- The Characteristics of Global Environmental Types organizer and map (developed in the Acquiring activities above) is displayed alongside the diorama.
- Groups present projects to the class explaining features they have included.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Acquiring Strategies** | |
| • Assess the map for the student's knowledge of location of environmental types and population clusters.<br>• Review the Exit Slip to assess the student's understanding of the relationships between environmental types and population clusters.<br>• Monitor the student's research for skills in selecting information from a variety of map, atlas, and Internet resources.<br>• Assess the student's skill in selecting, using, and interpreting various types of maps. | • Websites listed in Acquiring Strategy 1 in this learning experience may be of use for this learning activity.<br>• Atlases, wall maps of the world<br>• BLM G-33: Map of the World<br>• SFAL 6.60 – 6.61: Exit Slips<br>• TN 7: Map Types and Properties<br>• TN 8: Geographic Information Systems (GIS)<br>• This learning activity could be conducted using *ArcView* GIS software and *ArcCanada* data available from Manitoba Education, Citizenship and Youth. |
| **Applying Strategies** | |
| • Assess the organizer for the student's knowledge of the definition of geography and the concept of global environmental types.<br>• Assess the student's skill in observing patterns and making generalizations about geographic relationships.<br>• Monitor the student's contributions to class discussion and assess her or his skills in expressing informed and reasoned opinions. | • Students may need some modelling on how to complete BLM 1-10: Analyzing a Biome Using the Definition of Geography.<br>• BLM 1-7: Analyzing a Biome Using the Definition of Geography<br>• TN 3: What Is Where, Why There, and Why Care? |
| • Assess components and related information in the diorama for the student's knowledge of environmental type selected.<br>• Observe the student's collaboration in group activities. (See BLM G-1.)<br>• Assess the student's skill in organizing and recording information in model format. (See BLM G-8.) | • Students may have the option of creating a poster to illustrate their environmental type.<br>• Ask students in advance to bring materials. *Examples: box, paints...*<br>• Arrange use of art materials as required.<br>• Students may wish to refer to images on websites (listed in previous strategies) for additional information about the characteristics of the selected environmental type or to print and paste into the project.<br>• BLM G-1: Group Performance: Assessment Scale<br>• BLM G-7: Checklist for Creating Visuals<br>• BLM G-8: Assessment Guide for Visuals |

Targeted Learning Outcomes

*Students will...*

KL-014 Explain the concept of global environmental types as physical geographic regions that are composites of climate, vegetation, and soils.

KL-015 Identify global environmental types on a map of the world.

KL-016 Locate on a map of Manitoba global environmental types found in Manitoba.

KL-017 Identify on a map of the world major population clusters and explain the relationship between population and global environmental types.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

Suggested Teaching/Learning Strategies

Applying Strategies

## Strategy 3: Reviewing Global Environmental Types

- Working with a partner, students create a Sort and Predict Frame to review the major global environmental types.
- Depending on which biome classification is used, students may need to redesign the Sort and Predict Frame to accommodate the number of categories in their classification. (See SFAL 6.100.)
- Student partners develop a random list of terms (in the left column of the frame) that represent characteristics, locations, and descriptors for the major global environmental types.
- Student pairs exchange Sort and Predict sheets with another pair and complete the activity as a review.

Teacher Reflections

## Suggested Assessment Strategies

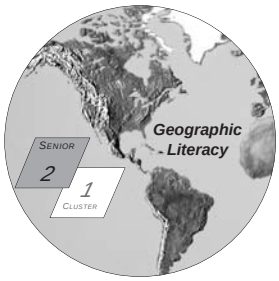
### Applying Strategies

- Assess the Sort and Predict Frame for the student's knowledge of global and Manitoba environment types and their locations.
- Assess the Sort and Predict Frame for the student's knowledge of world population clusters and their relation to global environmental types.
- Assess the Sort and Predict Frame for the student's skill in organizing and recording information.

## Teacher Tips and Resources

- You may wish to photocopy the best Sort and Predict Frame to hand to the entire class as an alternative to the student exchange.
- SFAL 6.63-64; 6.100: Sort and Predict Frame (redesigned by students to include more categories if necessary)

## Teacher Reflections




## Learning Experience 1.5: Why Care?

| | |
|---|---|
| KL-018 | Explain the importance of stewardship in the preservation of the Earth's complex environment. |
| VL-005 | Respect the Earth as a complex environment in which humans have important responsibilities. |
| S-103 | Promote actions that reflect principles of sustainability. |
| S-107 | Make decisions that reflect social responsibility. |
| S-200 | Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary. |
| S-201 | Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...* |

## Description of Learning Experience

In this learning experience, students consider the complexity of the global environment and the importance of stewardship in its preservation. The emphasis is on the "why care?" component of the definition of geography. Students will be encouraged to consider how their individual actions affect the environment and to take a proactive approach regarding their personal responsibility for the well-being of the planet.

## Vocabulary Focus

The following vocabulary is important for Learning Experience 1.5: Why Care?

| | | | |
|---|---|---|---|
| biodegradable | environmental groups | organic waste | renewable resources |
| complex | environmentally friendly | pesticides | social responsibility |
| composting | herbicides | pollution | stewardship |
| consumerism | landfill | preservation | sustainability |
| environment | organic production | recycle | |

## Vocabulary Study Strategies

Please see **Appendix A: Content-Area Vocabulary Study Strategies** for suggested strategies to incorporate vocabulary studies into the learning experiences. Further vocabulary strategies are found in Vocabulary Strategies 6.31–6.36 and Information Processing Strategies 6.49–6.53 in *Success for All Learners: A Handbook on Differentiating Instruction* [referred to in this document as SFAL] (Manitoba Education and Training, 1996). In addition, a number of learning experiences within the clusters include vocabulary strategies for learning. Teachers are encouraged to make use of these strategies and to avoid the less meaningful practice of having students copy out dictionary definitions.

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Activating Strategies |

KL-018 Explain the importance of stewardship in the preservation of the Earth's complex environment.

VL-005 Respect the Earth as a complex environment in which humans have important responsibilities.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

### Strategy 1: Environmental Mind Maps

- Using the Mind Map strategy, students individually brainstorm current issues and concerns relating to the Earth's complex environment, both local and global, and record them in Mind Map format.
- Students discuss Mind Maps with a partner and add further ideas and connections.
- Students share Mind Maps with the class, discuss any possible misconceptions that may arise, and create a master list of issues and concerns raised on the board or flip chart.
- Students classify environmental issues into categories. *Examples: soil, water, air, wildlife…*

---

KL-018 Explain the importance of stewardship in the preservation of the Earth's complex environment.

VL-005 Respect the Earth as a complex environment in which humans have important responsibilities.

S-103 Promote actions that reflect principles of sustainability.

### Strategy 2: Saving the Environment

- Students begin with an introductory class discussion on the importance of stewardship in the preservation of the Earth's environment.
- Students use the Focused Free-write strategy to write about a number of environmental issues and what actions they, as individuals, can take to demonstrate stewardship.
- Students share writing with class and develop a collective list of actions on the board or flip chart.
- Class members list in their course notebooks actions suggested.

---

KL-018 Explain the importance of stewardship in the preservation of the Earth's complex environment.

VL-005 Respect the Earth as a complex environment in which humans have important responsibilities.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

### Strategy 3: Environmental Headlines and Images

- Working with a partner or in small groups, students search newspapers, magazines, and other media for headlines and images that reflect environmental issues and the importance of stewardship.
- Students browse headlines and images, identify the nature of issues represented, and note any associated messages promoting stewardship.
- Groups post headlines and images on a wall or bulletin board and discuss findings and interpretations with members of the class.
- Individual students write an Exit Slip indicating new things they have learned about environmental issues and identifying any related questions they may have.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Activating Strategies** | |
| • Assess the Mind Map for the student's knowledge and understanding of current environmental issues.<br>• Monitor contributions to class discussions and assess the Mind Map for evidence of the student's respect for the Earth as a complex environment in which humans have important responsibilities.<br>• Assess the Mind Map for the student's skills in organizing and recording information appropriately. | • Students may need examples to help them identify local or regional environmental concerns. *Examples: agricultural concerns such as chemical and pesticide use or soil erosion, and industrial concerns such as air pollution and disposal of hazardous wastes…*<br>• SFAL 6.24: Mind Maps<br>• SFAL 6.100: Sort and Predict Frame (This resource may be useful for classifying environmental issues.) |
| • Monitor contributions to class and assess Free-write compositions and notes for the student's understanding of the importance of stewardship.<br>• Assess the Focused Free-write composition and notes for demonstration of respect for the environment and stewardship.<br>• Monitor contributions to class discussion and assess the Focused Free-write and notes for the student's skill in promoting actions that reflect principles of stewardship and sustainability. | • SFAL 6.30: Focused Free-write |
| • Assess headlines and images collected and the Exit Slip for the student's knowledge of the importance of stewardship in the preservation of the Earth's complex environment.<br>• Assess the Exit Slip for individual expressions of respect for the Earth and importance of stewardship.<br>• Monitor and assess the student's skill in selecting information from a variety of sources. (See BLM G-9.) | • A collection of recent and current newspapers and news magazines for clipping articles<br>• Access to the Internet, printers<br>• BLM G-9: Selecting Information: Checklist<br>• SFAL 6.6: Exit Slips<br>• Newspaper/magazine articles collected may be appropriate for a more detailed study in the subsequent Acquiring Strategies. |

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Acquiring Strategies |

KL-018 Explain the importance of stewardship in the preservation of the Earth's complex environment.

VL-005 Respect the Earth as a complex environment in which humans have important responsibilities.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

### Strategy 1: Viewing Environmental Issues

- Students view a video that describes an environmental problem and suggest actions to resolve it.
- Students record important information and key points from the video on prepared forms provided. (See BLMs G-27 or G-28.)
- Students share and discuss what they have learned about environmental issues and possible solutions.

---

KL-018 Explain the importance of stewardship in the preservation of the Earth's complex environment.

VL-005 Respect the Earth as a complex environment in which humans have important responsibilities.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

### Strategy 2: Analyzing Current Environmental Issues

- Working with a partner, students search paper and electronic sources for news stories about environmental issues and concerns on a local, national, or global scale.
- Students read and analyze articles and determine whether they are fact-based or issue-based.
- Students complete the article analysis sheets. (See SFAL 6.114, 6.115.)
- Partners share articles and analyses, including personal viewpoints, with classmates.
- Classmates make notes listing all the issues presented in their course notebooks.

---

KL-018 Explain the importance of stewardship in the preservation of the Earth's complex environment.

VL-005 Respect the Earth as a complex environment in which humans have important responsibilities.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-103 Promote actions that reflect principles of sustainability.

### Strategy 3: Stewardship and Sustainability in Your Community

- In a class discussion, students identify specific examples of local or school initiatives and programs that reflect responsibility towards the environment and stewardship in its preservation. *Examples: recycling programs, organic production, energy efficient heating systems, chemical-free lawns, healthy transportation…*
- Students select an initiative or program for detailed study and analysis.
- In small groups, students research and acquire information about the initiative or program.
- Students report findings in the form of a poster or electronic presentation for the class.
- Students complete a Concept Frame for the term "stewardship." (See SFAL 6.111.) Students provide a definition and outline the principles of environmental stewardship and sustainability.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Acquiring Strategies** | |
| • Assess organizers for the student's understanding of the complexity of the environment and the importance of stewardship.<br>• Monitor discussions and assess organizers for evidence of the student's respect for the Earth as a complex environment.<br>• Assess organizers for the student's skills in selecting, organizing, and recording important information from the video. | • Consult the Manitoba Education Instructional Resources Unit catalogue, *CBC News in Review,* and *The Nature of Things* for appropriate videos. *Examples: The Red #2988, Boreal Forest #8448…*<br>• BLM G-27: Acquiring Information from an Audio-visual (You may wish to revise this organizer for specific videos.)<br>• BLM G-28: B-D-A Viewing Worksheet |
| • Assess article analysis sheets and notes for the student's knowledge and understanding of the importance of stewardship.<br>• Monitor sharing and assess article analysis sheets for evidence of the student's respect for the environment and stewardship.<br>• Observe the variety of sources the student selected and used, and the relevance of news articles selected. (See BLM G-9.) | • Access to a variety of recent and current newspapers and magazines for clipping<br>• Access to the Internet (You may wish to prepare a list of Internet sites or useful key words for searches.)<br>• Students may use articles they selected in the Activating Strategy 3: "Environmental Headlines and Images."<br>• BLM G-9: Selecting Information Checklist<br>• SFAL 6.114-115: Fact-Based and Issue-Based Article Analysis forms |
| • Assess the presentation and Concept Frame for the student's understanding of the importance of stewardship. (See BLM G-7.)<br>• Monitor discussions and assess the presentation and Concept Frame for evidence of the student's respect towards the environment and promoting stewardship actions.<br>• Observe and assess the student's skill in using a variety of sources for research, including primary and secondary. (See BLM G-9.)<br>• Assess the report and Concept Frame for the student's skill in promoting actions that reflect principles of environmental stewardship and sustainability. | • Students may need suggestions on local sources of information. *Examples: city hall or municipal office, local government offices, Manitoba Hydro, project administrators and employees, fleet owners, farm organizations…*<br>• Access to computers with presentation software *Examples: PowerPoint, Freelance, Astound…*<br>• Poster paper and art supplies<br>• BLM G-7: Checklist for Creating Visuals<br>• BLM G-9: Selecting Information: Checklist<br>• SFAL 6.111: Concept Frame<br>• TN 16: Creating an Electronic Presentation<br>• TN 18: Creating a Poster<br>• TN 24: The Inquiry Process (Conducting Research)<br>• For more information about sustainable development and, particularly, the United Nations Decade of Education for Sustainable Development, go to <www.unesco.org> and follow the links: Education/United Nations Decade of Education for Sustainable Development. |

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Applying Strategies |

KL-018 Explain the importance of stewardship in the preservation of the Earth's complex environment.

VL-005 Respect the Earth as a complex environment in which humans have important responsibilities.

S-103 Promote actions that reflect principles of sustainability.

S-107 Make decisions that reflect social responsibility.

### Strategy 1: Individual Environmental Responsibility

- Making use of knowledge gained in this learning experience, students develop a list of activities and actions for individuals to show their interest in and commitment to stewardship and preservation of the environment.
- Working in small groups, students use this knowledge to develop a convincing brochure or TV advertisement encouraging young people to become better stewards of the environment.
- Students post brochures for a Gallery Walk and/or present TV advertisements to the class.
- Class members list suggested actions in their course notebooks.

---

KL-018 Explain the importance of stewardship in the preservation of the Earth's complex environment.

VL-005 Respect the Earth as a complex environment in which humans have important responsibilities.

S-103 Promote actions that reflect principles of sustainability.

### Strategy 2: Speaking Out

- Working individually, students identify a local, regional, or national company or organization that is facing a decision either to improve its stewardship of the environment, resulting in reduced profit margins in the short term, or to continue its questionable environmental practices without loss of profits.
- Students write a letter to the president of the company (or to the editor of a local paper) and explain why the company's decision should favour environmental stewardship over short-term profits.
- Students share arguments with the class.
- Class members record in their course notebooks the arguments presented.

---

KL-018 Explain the importance of stewardship in the preservation of the Earth's complex environment.

VL-005 Respect the Earth as a complex environment in which humans have important responsibilities.

S-103 Promote actions that reflect principles of sustainability.

S-107 Make decisions that reflect social responsibility.

### Strategy 3: Importance of Environmental Stewardship—Taking Action

- Working with a partner, students identify a specific environmental issue that calls for specific individual or collective action to show stewardship.
- Students identify what might happen to the environment as a result of taking action, or what might happen if they do not take action to resolve the issue.
- Students use the Decision Tree strategy to record variables.
- Students discuss the importance of making decisions to preserve the environment and promote stewardship.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Applying Strategies** | |
| • Assess the brochure/advertisement and notes for the student's understanding of the importance of stewardship in the preservation of the Earth's environment.<br>• Assess the brochure/advertisement and notes for evidence of the student's respect for the Earth as a complex environment.<br>• Assess inherent messages in the brochure/advertisement for the student's skill in promoting actions that reflect stewardship and sustainability.<br>• Assess the brochure/advertisement for the student's skill in making decisions that reflect social responsibility. | • Poster paper and art supplies<br>• SFAL 6.80: Gallery Walk<br>• TN 15: Creating a Brochure<br>• TN 20: Creating a TV Commercial<br>• TN 25: Persuasive Writing |
| • Assess the letter and notes for the student's understanding of the importance of environmental stewardship and responsible corporate actions.<br>• Assess the letter and arguments presented for evidence of the student's respect for the Earth as a complex environment.<br>• Assess the letter and arguments presented for the student's skill in promoting actions that reflect principles of environmental stewardship and sustainability. | • Students may need suggestions about local companies or organizations for this learning experience; alternatively, students could select a company in another part of North America or create an imaginary scenario.<br>• Students may need to discuss and set criteria for letters, including content and format.<br>• TN 25: Persuasive Writing<br>• TN 26: Writing an Editorial |
| • Monitor the discussion and assess the Decision Tree for the student's knowledge and understanding of sustainability and stewardship issues.<br>• Monitor the discussion and assess the Decision Tree for evidence of the student's respect for the Earth as a complex environment.<br>• Assess the Decision Tree for the student's skill in promoting actions and decisions that reflect social responsibility and in making decisions that reflect social responsibility. | • Often students feel that their individual decisions regarding the environment are of little consequence. However, this activity demonstrates the importance of individual decisions and the difference they can make to create a better, more sustainable environment.<br>• BLM G-25: Decision Tree |

# *Geographic Issues of the 21st Century*

SENIOR 2

## Natural Resources

2 CLUSTER

## Learning Experience 2.1: Location

KL-019 Identify major natural resources on a map of the world, map of North America, and a map of Canada. *Include: water, forestry, fossil fuels, metallic and non-metallic minerals.*

S-100 Collaborate with others to achieve group goals and responsibilities.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

S-202 Select and use appropriate tools and technologies to accomplish tasks. *Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*

S-300 Formulate geographic questions to plan inquiry and research.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

# Cluster 2: Natural Resources

## Learning Experience 2.2: Diverse Perspectives

KI-004 Identify Aboriginal perspectives and rights regarding natural resources and their use. *Examples: perspectives—sacred, caretaking; resources—land claims, fishing and hunting rights, mineral rights...*

KH-033 Identify factors that influence the changing use of natural resources over time. *Examples: technology, culture...*

KP-041 Identify ways in which competing interests and needs influence control and use of the land and natural resources in Canada. *Examples: mining, forestry, water...*

VI-003 Be willing to consider diverse views regarding the use of natural resources.

S-101 Use a variety of strategies in conflict resolution.

S-105 Recognize and take a stand against discriminatory practices and behaviours.

S-106 Propose options that are inclusive of diverse perspectives.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

S-301 Consider the context of events, accounts, ideas, and interpretations.

S-303 Reconsider personal assumptions based on new information and ideas.

S-306 Analyze prejudice, racism, stereotyping, and other forms of bias in the media and other information sources.

S-400 Listen to others to understand their perspectives.

S-401 Use language that is respectful of human diversity.

S-402 Express informed and reasoned opinions.

## Learning Experience 2.3: Sustainable Development

KC-002 Describe sustainability issues related to natural resource extraction and consumption.

KG-035 Identify implications of more-developed countries extracting resources from less-developed countries. *Examples: social, political, economic, environmental...*

VP-009 Be willing to consider the implications of personal choices regarding natural resources.

S-101 Use a variety of strategies in conflict resolution.

S-103 Promote actions that reflect principles of environmental stewardship and sustainability.

S-105 Recognize and take a stand against discriminatory practices and behaviours.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

S-302 Draw conclusions and make decisions based on research and various types of evidence.

S-303 Reconsider personal assumptions based on new information and ideas.

S-307 Propose and defend innovative options or solutions to address issues and problems.

S-400 Listen to others to understand their perspectives.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

S-405 Articulate their perspectives on issues.

## Cluster 2: Natural Resources—Overview

This cluster has three learning experiences. It gives students the opportunity to learn about the variety and locations of the world's natural resources. Natural resources influence where people live as well as their economic activities. Students identify where the major natural resources are located, consider diverse perspectives toward ownership and development, and examine issues related to sustainability of resource extraction and consumption, including the implications of their personal consumer choices.

### Learning Experience 2.1: Location

In this learning experience, students focus on natural resources and their distribution throughout the world. Students define the term natural resources, and distinguish between renewable and non-renewable resources. They also locate major sources of water, forests, fossil fuels, and metallic and non-metallic minerals on maps of the world, North America, and Canada.

- KL-019 Identify major natural resources on a map of the world, a map of North America, and a map of Canada. *Include: water, forestry, fossil fuels, metallic and non-metallic minerals.*

### Learning Experience 2.2: Diverse Perspectives

In this learning experience, students identify and consider differing points of view concerning natural resource ownership and development. These diverse perspectives include those of Canada's Aboriginal peoples and other stakeholders. Students also explore perspectives regarding the changing use of natural resources over time. Students are asked to consider diverse views regarding the use of natural resources.

- KI-004 Identify Aboriginal perspectives and rights regarding natural resources and their use. *Examples: perspectives—sacred, caretaking; resources—land claims, fishing and hunting rights, mineral rights...*
- KH-033 Identify factors that influence the changing use of natural resources over time. *Examples: technology, culture...*
- KP-041 Identify ways in which competing interests and needs influence control and use of the land and natural resources in Canada. *Examples: mining, forestry, water...*
- VI-003 Be willing to consider diverse views regarding the use of natural resources.

### Learning Experience 2.3: Sustainable Development

In this learning experience, students examine sustainability of resource extraction and consumption. Students consider the implications of more-developed industrial countries' exploitation of the resources of less-developed nations. Students consider the implications of their personal choices regarding the use of natural resources, and their promotion of environmental stewardship and sustainability.

- KC-002 Describe sustainability issues related to natural resource extraction and consumption.
- KG-035 Identify implications of more-developed countries extracting resources from less-developed countries. *Examples: social, political, economic, environmental...*
- VP-009 Be willing to consider the implications of personal choices regarding natural resources.

## Skills Outcomes for Cluster 2: Natural Resources

### Skills for Active Democratic Citizenship

S-100 Collaborate with others to achieve group goals and responsibilities.

S-101 Use a variety of strategies in conflict resolution.

S-103 Promote actions that reflect principles of environmental stewardship and sustainability.

S-105 Recognize and take a stand against discriminatory practices and behaviours.

S-106 Propose options that are inclusive of diverse perspectives.

### Skills for Managing Information and Ideas

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

S-202 Select and use appropriate tools and technologies to accomplish tasks. *Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*

### Critical and Creative Thinking Skills

S-300 Formulate geographic questions to plan inquiry and research.

S-301 Consider the context of events, accounts, ideas, and interpretations.

S-302 Draw conclusions and make decisions based on research and various types of evidence.

S-303 Reconsider personal assumptions based on new information and ideas.

S-306 Analyze prejudice, racism, stereotyping, and other forms of bias in the media and other information sources.

S-307 Propose and defend innovative options or solutions to address issues and problems.

### Communication Skills

S-400 Listen to others to understand their perspectives.

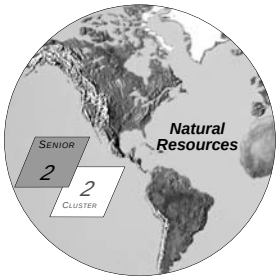
S-401 Use language that is respectful of human diversity.

S-402 Express informed and reasoned opinions.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

S-405 Articulate their perspectives on issues.

## Learning Experience 2.1: Location




| | |
|---|---|
| KL-019 | Identify major natural resources on a map of the world, map of North America, and a map of Canada. *Include: water, forestry, fossil fuels, metallic and non-metallic minerals.* |
| S-100 | Collaborate with others to achieve group goals and responsibilities. |
| S-200 | Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary. |
| S-201 | Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...* |
| S-202 | Select and use appropriate tools and technologies to accomplish tasks. *Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...* |
| S-300 | Formulate geographic questions to plan inquiry and research. |
| S-403 | Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...* |

## Description of the Learning Experience

In this learning experience, students focus on natural resources and their distribution throughout the world. Students define the term natural resources, and distinguish between renewable and non-renewable resources. They also locate major sources of water, forests, fossil fuels, and metallic and non-metallic minerals on maps of the world, North America, and Canada.

## Vocabulary Focus

The following vocabulary is important for Learning Experience 2.1: Location.

| | | | |
|---|---|---|---|
| alternative energy sources | geology | minerals | resource extraction |
| broadleaf | hardwoods | natural resources | sedimentary |
| coniferous | hydro-electricity | non-metallic minerals | softwoods |
| conventional energy | igneous rock | non-renewable resources | soil |
| deciduous | industrial minerals | nuclear energy | strip mine |
| energy | infinite | open pit mine | thermal electricity |
| finite | metallic minerals | ore body | underground mine |
| fossil fuels | metamorphic | renewable resources | |

## Vocabulary Study Strategies

Please see **Appendix A: Content-Area Vocabulary Study Strategies** for suggested strategies to incorporate vocabulary studies into the learning experiences. Further vocabulary strategies are found in Vocabulary Strategies 6.31–6.36 and Information Processing Strategies 6.49–6.53 in *Success for All Learners: A Handbook on Differentiating Instruction* [referred to in this document as SFAL] (Manitoba Education and Training, 1996). In addition, a number of learning experiences within the clusters include vocabulary strategies for learning. Teachers are encouraged to make use of these strategies and to avoid the less meaningful practice of having students copy dictionary definitions.

**Where to Find the Blackline Masters (BLMs)**

**Cluster-Specific BLMs** are found in Appendix B. They are coded, for example, BLM 3-2, where the "3" refers to Cluster 3 and the "2" refers to the sequential number.

**General BLMs** are found in Appendix C. They are coded, for example, BLM G-6, where the G refers to "General" and the "6" refers to the sequential number. They are used in multiple strategies.

**Teacher Notes** are found in Appendix D. They are coded TN, and are numbered sequentially (e.g., TN 3 or TN 40).

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Activating Strategies |

KL-019 Identify major natural resources on a map of the world, map of North America, and a map of Canada. *Include: water, forestry, fossil fuels, metallic and non-metallic minerals.*

S-100 Collaborate with others to achieve group goals and responsibilities.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

### Strategy 1: Introduction to Natural Resources

- Working in pairs, students brainstorm and list what they know about natural resources, a definition, examples, and possible locations.
- Students record their information on a KWL Plus (or Seven-Step Knowledge) organizer.
- Students share information with the class and add new details to their knowledge organizers.
- Using a wall map of the world as a guide, students identify locations that were mentioned for specific resources on an outline map of the world.
- As a class, students develop a definition of natural resources and record it in their KWL organizers.

---

KL-019 Identify major natural resources on a map of the world, map of North America, and a map of Canada. *Include: water, forestry, fossil fuels, metallic and non-metallic minerals.*

S-100 Collaborate with others to achieve group goals and responsibilities.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

### Strategy 2: Natural Resources—Sort and Predict

- Working in small groups, students list as many specific natural resources as they can.
- Students report to class and create a master list of resources on the board or flip chart.
- Using the Sort and Predict Frame, students sort resources into the categories listed in KL-019.
- Students predict where certain categories of resources may be found. *Examples: metallic minerals in igneous shield areas, fossil fuels in lowland sedimentary regions…*
- Using prior knowledge, students identify as many of these regions as possible on a map of Canada and North America.

---

KL-019 Identify major natural resources on a map of the world, map of North America, and a map of Canada. *Include: water, forestry, fossil fuels, metallic and non-metallic minerals.*

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

### Strategy 3: Graffiti on the Map (Predicting Locations of Natural Resources)

- After brainstorming to develop a list of as many resources as the class can bring to mind (see previous strategy), students write the names of the resources on self-stick notes (one resource per note).
- Following a class discussion of possible locations, students predict where in the world these resources might be found, and attach the self-stick notes to appropriate locations on a wall map of the world or on a large outline map on the bulletin board.
- Students refer to atlases or resource maps to check accuracy of locations and make necessary adjustments on the map.
- Students note major patterns and record them in their course notebooks.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Activating Strategies** | |
| • Assess the organizer and map for the student's knowledge of natural resources, definitions, examples, and locations.<br>• Observe pairs for the student's skill in collaborating with others to achieve group goals and responsibilities. (See BLM G-1.)<br>• Assess the organizer and map for the student's skill in organizing and recording information. | • It is common for students to think of minerals when referring to natural resources; however, they should be aware that resources include a variety of other items, such as soils, water, and flora and fauna.<br>• BLM G-1: Group Performance: Assessment Scale<br>• BLM G-33: Map of The World<br>• SFAL 6.94: KWL Plus<br>• SFAL 6.96: Seven-Step Knowledge Chart<br>• Wall map of the world |
| • Assess the Sort and Predict Frame and map for the student's knowledge of major natural resources and their locations in Canada and North America.<br>• Observe work in groups to assess the student's skill in collaborating with others to achieve group goals and responsibilities. (See BLMs G-1, G-2.)<br>• Assess the Sort and Predict Frame and map for the student's skill in organizing and recording information in appropriate formats. | • Students may be involved in a discussion about the kind and number of categories for classification. *Example: mineral resources can be classified into metallic, non-metallic, and fossil fuels, and perhaps soil, water, or flora and fauna resources…*<br>• Students may need some examples of locations of common resources. *Examples: nickel in Thompson, oil in Alberta, soil for agriculture in the Prairies and Great Lakes–St. Lawrence Lowlands regions…*<br>• BLM G-1: Group Performance: Assessment Scale<br>• BLM G-2: Group Performance: Self-Assessment Scale<br>• BLM G-31: Map of Canada<br>• BLM G-32: Map of North America<br>• SFAL 6.100: Sort and Predict Frame<br>• Wall maps of Canada and/or North America |
| • Assess the self-stick notes and their placement on the map for the student's knowledge of locations of identified resources.<br>• Observe the student's knowledge of and skill in the use of atlases and resource maps to gather further information about resource locations.<br>• Assess the self-stick notes and their placement on the map for the student's skill in organizing and recording information in appropriate formats. | • Students may need some examples of resource locations in the world to assist them in locating resources. *Examples: oil in the Middle East, diamonds in Nunavut and South Africa, hardwoods in the tropical forests...*<br>• Atlases and wall map of the world<br>• Self-stick notes<br>• Alternatively, students could use the Rotational Graffiti strategy. (See TN 38.) |

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Acquiring Strategies |

**KL-019** Identify major natural resources on a map of the world, map of North America, and a map of Canada. *Include: water, forestry, fossil fuels, metallic and non-metallic minerals.*

**S-100** Collaborate with others to achieve group goals and responsibilities.

**S-200** Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

### Strategy 1: Natural Resources—What Is Where, Why There, and Why Care?

- Students work in small groups to select and research a specific natural resource to find information pertaining to the Gritzner definition of geography (What is where, why there, and why care?).
- Students record information in an organizer, and identify the locations of the selected resource on an outline map of Canada, North America, or the world. (See BLM G-20.)
- Students present findings to the class by posting organizers and accompanying maps on a bulletin board.
- Students observe projects in a Gallery Walk.
- Students use information from the Gallery Walk to add other locations of resources to their own maps.

---

**KL-019** Identify major natural resources on a map of the world, map of North America, and a map of Canada. *Include: water, forestry, fossil fuels, metallic and non-metallic minerals.*

**S-200** Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

**S-201** Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

**S-202** Select and use appropriate tools and technologies to accomplish tasks. *Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*

### Strategy 2: Mapping Natural Resources

- Working with a partner, students select an outline map of Canada, North America, or the world to map the location of resources.
- With the use of atlases, maps, and Internet sources, students locate and label the major natural resources (those listed in KL-019) on their maps.
- Students use appropriate symbols and legends to identify resource categories used in the Sort and Predict Activating Strategy in this learning experience.
- Individually, students write an Exit Slip to describe and analyze any patterns they observed about the locations of natural resources.

---

Teacher Reflections

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Acquiring Strategies** | |
| • Assess the map and organizer for the student's knowledge of resources and their locations in Canada, North America, and the world.<br>• Monitor group work for the student's skill in collaborating with others to achieve group goals and responsibilities. (See BLMs G-1, G-2.)<br>• Observe the variety of sources the student uses to research and collect information. (See BLM G-9.) | • Students may select any of the resources listed in the Activating Strategies.<br>• Students may need some ideas and examples of factors that influence the location of resources. *Examples: geologic history and rock types, landforms, soil and climatic conditions…*<br>• The map portion of this activity could be created in *ArcView* GIS software.<br>• Access to atlases and maps<br>• Computers with Internet access, library resources<br>• BLM G-1: Group Performance: Assessment Scale<br>• BLM G-2: Group Performance: Self-Assessment<br>• BLM G-9: Selecting Information: Checklist<br>• BLM G-20: Geography Questions Organizer<br>• BLM G-31: Map of Canada<br>• BLM G-32: Map of North America<br>• BLM G-33: Map of the World |
| • Assess the map and Exit Slip for the student's knowledge of the location of resources.<br>• Observe the variety and appropriateness of resources the student uses. (See BLM G-9.)<br>• Assess the map and Exit Slip for the student's skill in organizing and recording information.<br>• Assess the student's skill in selecting and using appropriate technologies and tools. | • Students may draw on information from previous learning experiences.<br>• The map portion of this activity could be created using GIS computer software.<br>• Access to atlases, maps, and the Internet<br>• BLM G-9: Selecting Information: Checklist<br>• BLM G-31: Map of Canada<br>• BLM G-32: Map of North America<br>• BLM G-33: Map of the World<br>• SFAL 6.60, 6.61: Exit Slip<br>• TN 8: Geographic Information Systems (GIS) |

Teacher Reflections

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Applying Strategies |

KL-019 Identify major natural resources on a map of the world, map of North America, and a map of Canada. *Include: water, forestry, fossil fuels, metallic and non-metallic minerals.*

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

### Strategy 1: Picture Natural Resources

- Students search magazines, newspapers, and the Internet to collect pictures of a variety of natural resources.
- Students exchange pictures and identify the resource depicted and possible countries where it might be found.
- Students place pictures at the appropriate locations on a wall map of the world to show where they are found.
- Students refer to atlases to check for correct locations.

---

KL-019 Identify major natural resources on a map of the world, map of North America, and a map of Canada. *Include: water, forestry, fossil fuels, metallic and non-metallic minerals.*

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-202 Select and use appropriate tools and technologies to accomplish tasks. *Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

### Strategy 2: Electronic Presentation on Natural Resources

- Working in small groups, students create an electronic presentation that identifies various natural resources and the locations where each is found.
- Using an outline map of Canada, North America, or the world as the opening slide, students create additional slides describing the natural resources and identifying their respective locations.
- Students share presentations with peers.
- Class members record information presented in an organizer. Organizer headings could include: Natural Resource, Description, and Location (country or region).

---

KL-019 Identify major natural resources on a map of the world, map of North America, and a map of Canada. *Include: water, forestry, fossil fuels, metallic and non-metallic minerals.*

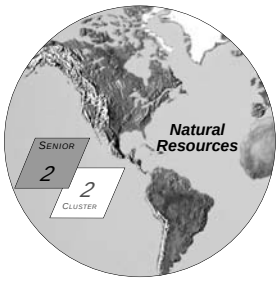
S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-300 Formulate geographic questions to plan inquiry and research.

### Strategy 3: Natural Resources Quiz!

- Working in small groups, students develop a list of geographic questions with answers about major natural resources and their locations in Canada, North America, and the world.
- Questions are placed on a series of cards—one card for each question/answer,
- Students organize a quiz game into three categories for participants to choose from: Canada, North America, and the World.
- Each category is allocated a certain number of points for a correct response: the lowest value for Canada as it is the most familiar, then North America, and the highest value for the World category.
- Students play quiz games with other groups in class.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Applying Strategies** | |
| • Observe and assess selection, identification, and placement of pictures of natural resources for the student's knowledge of major resources and their locations.<br>• Assess the student's skill in selecting information from a variety of sources. (See BLM G-9.) | • This learning activity could be implemented with a Canadian, North American, or world map. The class could also be divided into three groups so that all three maps could be created.<br>• Students may wish to draw on prior learning and on knowledge of resources in the local region.<br>• Access to newspapers and magazines for clipping<br>• Access to the Internet<br>• Access to atlases<br>• BLM G-9: Selecting Information: Checklist<br>• Wall maps of Canada, North America, and the world, or large outline maps on a bulletin board |
| • Assess the presentation and organizer for the student's knowledge of natural resources and their distribution around the world. (See BLMs G-9, G-4.)<br>• Observe the variety and type of resources the student uses for inquiry. (See BLM G-9.)<br>• Observe the student's use of technology and assess her or his skill in selecting and using appropriate tools and technologies to accomplish tasks.<br>• Assess the presentation for the student's skill in presenting information and ideas in an appropriate format. | • Information from several Activating and Acquiring Strategies in this learning experience may be helpful for this Applying activity.<br>• Access to computers with presentation software and Internet<br>• Access to scanner<br>• BLM G-3: Oral Presentation: Observation Checklist<br>• BLM G-4: Oral Presentation: Self-Assessment Checklist<br>• BLM G-9: Selecting Information: Checklist<br>• TN 8: Geographic Information Systems (GIS)<br>• TN 16: Creating an Electronic Presentation<br>• The map may be created using GIS computer software, and then imported to presentation software. |
| • Assess questions and answers for the student's knowledge of natural resources and their locations.<br>• Observe the type and variety of sources the student uses for his or her skill in gathering information. (See BLM G-9.)<br>• Assess questions and answers for the student's skill in formulating geographic questions. | • Information from several Activating and Acquiring Strategies in this learning experience will he helpful for this activity.<br>• BLM G-9: Selecting Information: Checklist<br>• TN 11: Asking Geographic Questions<br>• As an alternative format, students may use electronic templates for creating a quiz game, available on the Internet at: <teach.fcps.net/trt10/PowerPoint.htm#temp> |




## Learning Experience 2.2: Diverse Perspectives

| | |
|---|---|
| KI-004 | Identify Aboriginal perspectives and rights regarding natural resources and their use. *Examples: perspectives—sacred, caretaking; resources—land claims, fishing and hunting rights, mineral rights...* |
| KH-033 | Identify factors that influence the changing use of natural resources over time. *Examples: technology, culture...* |
| KP-041 | Identify ways in which competing interests and needs influence control and use of the land and natural resources in Canada. *Examples: mining, forestry, water...* |
| VI-003 | Be willing to consider diverse views regarding the use of natural resources. |
| S-101 | Use a variety of strategies in conflict resolution. |
| S-105 | Recognize and take a stand against discriminatory practices and behaviours. |
| S-106 | Propose options that are inclusive of diverse perspectives. |
| S-200 | Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary. |
| S-201 | Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...* |
| S-301 | Consider the context of events, accounts, ideas, and interpretations. |
| S-303 | Reconsider personal assumptions based on new information and ideas. |
| S-306 | Analyze prejudice, racism, stereotyping, and other forms of bias in the media and other information sources. |
| S-400 | Listen to others to understand their perspectives. |
| S-401 | Use language that is respectful of human diversity. |
| S-402 | Express informed and reasoned opinions. |

## Description of Learning Experience

In this learning experience, students identify and consider differing points of view concerning natural resource ownership and development. These diverse perspectives include those of Canada's Aboriginal peoples and other stakeholders. Students also explore perspectives regarding the changing use of natural resources over time. Students are asked to consider diverse views regarding the use of natural resources.

## Vocabulary Focus

The following vocabulary is important for Learning Experience 2.2: Diverse Perspectives.

| | | | |
|---|---|---|---|
| Aboriginal | Dene | inherent rights | Ojibway |
| Anishinabe | diverse perspectives | interest groups | Oji-Cree |
| band | extinguished/unextinguished Aboriginal title | Inuit | reserves |
| caretaking | First Nations | land claims | residential schools |
| ceded/unceded/land | fishing rights | Métis | Royal Commission |
| competing interests | gathering | mineral rights | sacred |
| comprehensive treaties | hunting rights | negotiation | self-government |
| Cree | Indian | non-status | status |
| Dakota | | numbered treaties | treaties |

## Vocabulary Study Strategies

Please see **Appendix A: Content-Area Vocabulary Study Strategies** for suggested strategies to incorporate vocabulary studies into the learning experiences. Further vocabulary strategies are found in Vocabulary Strategies 6.31–6.36 and Information Processing Strategies 6.49–6.53 in *Success for All Learners: A Handbook on Differentiating Instruction* [referred to in this document as SFAL] (Manitoba Education and Training, 1996). In addition, a number of learning experiences within the clusters include vocabulary strategies for learning. Teachers are encouraged to make use of these strategies and to avoid the less meaningful practice of having students copy out dictionary definitions.

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Activating Strategies |

KI-004 Identify Aboriginal perspectives and rights regarding natural resources and their use. *Examples: perspectives—sacred, caretaking; resources—land claims, fishing and hunting rights, mineral rights...*

VI-003 Be willing to consider diverse views regarding the use of natural resources.

S-401 Use language that is respectful of human diversity.

### Strategy 1: Aboriginal Perspectives of Resource Use

- Working in small groups, students use the KWHL strategy to brainstorm and list (in the "K" column of the KWHL organizer) any Aboriginal land or resource issues they know about, keeping in mind the appropriate terminology when referring to Aboriginal peoples. (See TN 27.)
- Groups report to class and make a master list of Aboriginal resource issues on the board or flip chart.
- In groups, students develop questions they could ask to learn more about these issues, and record their questions in the "H" column of the organizer.
- Students then discuss a number of ways they could get answers to their questions.
- Students complete the "L" column of the organizer as they work through the remaining learning experiences in the cluster.

---

KI-004 Identify Aboriginal perspectives and rights regarding natural resources and their use. *Examples: perspectives—sacred, caretaking; resources—land claims, fishing and hunting rights, mineral rights...*

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-401 Use language that is respectful of human diversity.

### Strategy 2: Aboriginal Resource Issues: Headlines and Images

- Students examine newspapers, magazines, and Internet sites for recent news stories and images concerning Aboriginal land claims, fishing and hunting rights, mineral rights, or other resource issues.
- Students clip/print the articles, noting the date and source of each, and organize them into categories based on issue type.
- Students post articles and images and present them to the class as a Gallery Walk.
- Students make notes on the Aboriginal resource issues displayed in the Gallery Walk.
- Students complete Exit Slips identifying at least two issues they have explored. (See SFAL 6.60-6.61.)

---

KH-033 Identify factors that influence the changing use of natural resources over time. *Examples: technology, culture...*

KP-041 Identify ways in which competing interests and needs influence control and use of the land and natural resources in Canada. *Examples: mining, forestry, water...*

VI-003 Be willing to consider diverse views regarding the use of natural resources.

S-400 Listen to others to understand their perspectives.

### Strategy 3: Natural Resource and Land Use Conflict

- In small groups, students brainstorm local, national, or international examples of conflicts over use of resources or land. *Examples: debate over logging in provincial parks, hydro dam construction in the North…*
- Groups report examples to class and create a master list on the board or flip chart.
- Students use the Focused Free-write strategy to write "What I know about natural resources and land use conflict," and share their writings with the class. (See SFAL 6.30.)
- Class members record examples listed in their course notebooks.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Activating Strategies** | |
| • Assess the KWHL organizer for the student's knowledge of Aboriginal resource issues.<br>• Monitor group discussions for the student's attention to other perspectives and willingness to consider diverse views.<br>• Monitor discussions and assess the KWHL Organizer for the student's skill in using language that is respectful. | • Students may need several examples of Aboriginal resource issues to assist them in identifying their own examples.<br>• Teachers may wish to provide a mini-lesson on Aboriginal names and terms to help students become familiar with language that is respectful of human diversity.<br>• BLM G-19: KWHL<br>• TN 11: Asking Geographic Questions<br>• TN 12: Asking Questions<br>• TN 27: Aboriginal Names and Terminology<br>• TN 41: Aboriginal Perspectives of Sustainable Development |
| • Assess notes and the Exit Slip for the student's knowledge of Aboriginal resource issues.<br>• Assess the student's skill in selecting information from a variety of sources. (See BLM G-9.)<br>• Monitor the report and assess notes and Exit Slip for the student's skill in using language that is respectful of human diversity. | • Current and recent newspapers and magazines<br>• Access to the Internet<br>• Access to Aboriginal publications such as *Windspeaker, Drum, Southeast Times, Alberta Sweetgrass, Raven's Eye,* and *Saskatchewan Sage*<br>• The articles and images collected for this activity may be saved for possible use in a subsequent Acquiring Strategy.<br>• BLM G-9: Selecting Information: Checklist<br>• SFAL 6.60-6.61: Exit Slips<br>• SFAL 6.80: Gallery Walk<br>• TN 27: Aboriginal Names and Terminology<br>• TN 41: Aboriginal Perspectives of Sustainable Development |
| • Assess the group report, Free-write responses, and notes for the student's understanding of factors that influence the changing use of natural resources over time.<br>• Assess the group report, Free-write responses, and notes for the student's understanding of ways in which competing interests and needs influence control and use of the land and natural resources in Canada.<br>• Monitor group discussion and the report for evidence of the student's willingness to consider diverse views regarding the use of natural resources.<br>• Monitor group discussion to assess the student's skill in listening to others to understand their perspectives. (See BLM G-5.) | • Students may need a few examples of issues to help them generate their own list. *Examples: local zoning controversy, debate over logging in provincial parks, hydro dam construction in the North, oil explorations in Alaska game reserves...*<br>• Students may need encouragement to listen to others and respect viewpoints differing from their own without argument.<br>• BLM G-5: Listening Skills: Observation Checklist<br>• SFAL 6.30: Focused Free-write<br>• TN 41: Aboriginal Perspectives of Sustainable Development |

Targeted Learning Outcomes

Suggested Teaching/Learning Strategies

*Students will...*

KH-033 Identify factors that influence the changing use of natural resources over time. *Examples: technology, culture...*

KP-041 Identify ways in which competing interests and needs influence control and use of the land and natural resources in Canada. *Examples: mining, forestry, water...*

VI-003 Be willing to consider diverse views regarding the use of natural resources.

S-400 Listen to others to understand their perspectives.

## Activating Strategies

### Strategy 4: Personal Resource-Use Logs—Now and Then

- For one week, individual students keep a daily Resource-Use Log of what resources they use, and the resources that were used in the production of items they purchased and used. *Examples: fuel for transportation, water for personal, household and recreational uses, electricity/batteries for household appliances and personal gadgets…*
- Students interview their parents, grandparents, and Elders to determine the resources they used as teenagers. Students create a contrasting Resource-Use log based on this information.
- Students interview Elders on factors that influenced past use of resources, and how these may have changed over time.
- Students conduct an interview, tape or transcribe it, and share their findings with classmates.
- Students write an Exit Slip to express what they have learned about changing uses of resources over time.

*Students will...*

KI-004 Identify Aboriginal perspectives and rights regarding natural resources and their use. *Examples: perspectives—sacred, caretaking; resources—land claims, fishing and hunting rights, mineral rights...*

VI-003 Be willing to consider diverse views regarding the use of natural resources.

S-303 Reconsider personal assumptions based on new information and ideas.

S-400 Listen to others to understand their perspectives.

## Acquiring Strategies

### Strategy 1: Learning from the Elders

- In preparation for an Aboriginal speaker, students work in small groups to develop questions they want the speaker to address dealing with Aboriginal perspectives on resource use.
- Students listen to an Aboriginal storyteller or Elder telling about traditional Aboriginal attitudes towards the land and use of natural resources.
- Students ask questions of the speaker to clarify ideas and information.
- Students use the LAPS Frame to listen for and summarize new information. (See SFAL 6.108.)
- If the class made use of the KWHL strategy in a previous Activating activity, students may use this new information to add items to the L (learned) column of their organizers.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Activating Strategies** | |
| • Assess the Resource-Use Log and Exit Slip for the student's knowledge of factors and competing interests that have changed resource use over time.<br>• Monitor responses for evidence of the student's willingness to consider diverse views.<br>• Assess the student's skill in listening to others to understand their perspectives. (See BLM G-5.) | • Students may wish to keep their Resource-Use Logs for a subsequent activity in the learning experience on sustainable development.<br>• BLM G-5: Listening Skills: Observation Checklist<br>• SFAL 6.60, 6.61: Exit Slips<br>• TN 14: Conducting an Interview<br>• Although the purpose of the Federal Government's One-Tonne Challenge of 2004–2005 was to reduce greenhouse gases, many of the suggestions for personal action involve changes in the way we use natural resources. Students might get information for their Resource-Use Logs by perusing this site, and working through the "challenge calculator." This site can be accessed at <www.climatechange.gc.ca> and follow the links: One-Tonne Challenge/ Calculator. |
| **Acquiring Strategies** | |
| • Assess the LAPS Frame (and KWHL organizer if applicable) for the student's knowledge of Aboriginal perspectives and rights regarding resource use.<br>• Monitor attention, interest, and response to the Aboriginal guest for evidence of the student's willingness to consider diverse views regarding the use of natural resources.<br>• Observe the student's skill in reconsidering personal assumptions based on new information and ideas presented by the speaker.<br>• Assess the student's skill in listening to others to understand their perspectives. (See BLM G-5.) | • Aboriginal students in the class or school may have suggestions for speakers. Alternatively, check with the nearest First Nations Band Office or Friendship Centre.<br>• Check whether the speaker requires an honorarium, transportation, or other assistance. In many First Nations cultures, it is appropriate to provide a small gift of tobacco to express appreciation. This could be done by a member of the class.<br>• BLM G-5: Listening Skills: Observation Checklist<br>• SFAL 6.10, 6.11: Active Listening provides various listening strategies that teachers may wish to consider<br>• SFAL 6.54; 6.108: LAPS Frame (Listen, Ask, Picture, Summarize)<br>• TN 12: Asking Questions<br>• TN 41: Aboriginal Perspectives of Sustainable Development<br>• As an alternative learning strategy, students might read "Chief Seattle's Reply" expressing Aboriginal perspectives on land and resource use in a letter written in 1854 as a response to the U.S. government's plan to establish Indian Reservations. A copy of the letter can be found in "Connecting Canada: A Resource For Canadian Students," (Canadian Education Association, Toronto, 1992), distributed to all school boards in Canada. It can also be found on the Internet at <www.essentia.com> and follow the links: Book of Knowledge/Historical References/Chief Seattle's Reply. |

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Acquiring Strategies |

**KI-004** Identify Aboriginal perspectives and rights regarding natural resources and their use. *Examples: perspectives—sacred, caretaking; resources—land claims, fishing and hunting rights, mineral rights...*

**S-105** Recognize and take a stand against discriminatory practices and behaviours.

**S-306** Analyze prejudice, racism, stereotyping, and other forms of bias in the media and other information sources.

**S-402** Express informed and reasoned opinions.

### Strategy 2: Analyzing Current Resource and Land Use Issues and Conflicts

- Working with a partner, students examine newspapers, magazines, and Internet sites for recent news stories and images concerning Aboriginal land claims, fishing and hunting rights, mineral rights, or other resource issues. (Articles may have been saved from Activating Strategy 2.)
- Students clip/print the articles, noting date and source of each.
- Students analyze articles using the Article Analysis organizers. (See SFAL 6.114 and 6.115.)
- Students post articles and present analyses to the class.
- Class members make a list in their notes of issues and conflicts presented.

---

**KH-033** Identify factors that influence the changing use of natural resources over time. *Examples: technology, culture...*

**S-200** Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

**S-201** Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

**S-301** Consider the context of events, accounts, ideas, and interpretations.

### Strategy 3: Changing Use of Natural Resources Over Time

- Using print and electronic resources, students research factors that influence the changing use of natural resources over time.
- Students consider factors such as changes in technology (evolution of motor vehicles or recent electronic technology), availability and scarcity of resources (fossil fuels, uranium, water), and cultural factors (consumerism, changing values, concerns about the environment, leisure time).
- Students organize findings using electronic presentation software or poster format.
- Students present findings to their peers.
- Students organize and record information from the presentations.

---

**KP-041** Identify ways in which competing interests and needs influence control and use of the land and natural resources in Canada. *Examples: mining, forestry, water...*

**VI-003** Be willing to consider diverse views regarding the use of natural resources.

**S-200** Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

**S-201** Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

### Strategy 4: Conflict over Land and Resource Use in Canada

- Working with a partner, students use print and electronic resources to research a current or recent conflict surrounding competing interests and needs relating to land and resource use in Canada. *Examples: hydro development versus maintaining the natural environment in northern Manitoba, development of new suburbs versus preserving agricultural land near urban centres, allowing logging/mining in provincial parks versus maintaining their natural state…*
- Students identify the parties involved in the dispute and their respective rationales regarding land/resource use.
- Students organize their findings using electronic presentation software or poster format.
- Students present their findings to their peers.
- Students summarize information from presentations in an organizer. Organizer headings could include: Nature of Issue or Conflict, Location, and Parties Involved and Their Respective Positions.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Acquiring Strategies** | |
| • Assess the article analysis organizer and notes for the student's knowledge and understanding of Aboriginal perspectives and rights regarding natural resources and their use.<br>• Assess the student's skill in recognizing discriminatory practices and behaviours.<br>• Assess the article analysis organizer for the student's skill in analyzing prejudice, racism, stereotyping, and other forms of bias in the media and other information sources.<br>• Assess the article analysis organizer for the student's skill in expressing informed and reasoned opinions. | • Access to current and recent newspapers and magazines, and to the Internet<br>• Access to Aboriginal publications such as *Windspeaker, Drum, Southeast Times, Alberta Sweetgrass, Raven's Eye*, and *Saskatchewan Sage*<br>• SFAL 6.114, 6.115: Fact/Issue-Based Article Analysis<br>• As an alternative activity, students analyze a video that focuses on conflicting views on resource and land use issues. *Example: CBC News In Review…*<br>• TN 41: Aboriginal Perspectives of Sustainable Development |
| • Assess the presentation and organizer for the student's knowledge and understanding of factors that influence the changing use of resources.<br>• Assess the student's skill in selecting information from a variety and types of sources. (See BLM G-9.)<br>• Assess the presentation and organizer for the student's skill in organizing and recording information.<br>• Assess the presentation and organizer for the student's skill in considering the context of events, accounts, ideas, and interpretations about the changing use of resources. | • Students may be able to use information from their personal Resource-Use Logs (see previous Activating Strategy).<br>• Access to current and recent newspapers and magazines, news broadcasts, and news clips<br>• Access to library resources, the Internet, and computers with presentation software<br>• Poster paper and art materials as required<br>• BLM G-9 Selecting Information: Checklist<br>• TN 16: Creating an Electronic Presentation<br>• TN 18: Creating a Poster<br>• TN 24: The Inquiry Process (Conducting Research) |
| • Assess the presentation and organizer for the student's knowledge and understanding of competing interests and needs over use of resources.<br>• Assess the student's skill in selecting information from a variety of sources. (See BLM G-9.)<br>• Assess the presentation and organizer for the student's skill in organizing and recording information. (See BLM G-8.)<br>• Observe the student's willingness to understand differing views regarding resource use. | • Students may be able to use information from a previous Activating Strategy dealing with current resource or land use conflicts.<br>• Access to current and recent newspapers and magazines<br>• Library resources, access to the Internet<br>• Poster paper and art materials as required<br>• BLM G-7: Checklist for Creating Visuals<br>• BLM G-8: Assessment Guide for Visuals<br>• BLM G-9: Selecting Information: Checklist<br>• TN 16: Creating an Electronic Presentation<br>• TN 18: Creating a Poster<br>• TN 34: Dealing with Controversial Issues |

Targeted Learning Outcomes

*Students will...*

KI-004 Identify Aboriginal perspectives and rights regarding natural resources and their use. *Examples: perspectives—sacred, caretaking; resources—land claims, fishing and hunting rights, mineral rights...*

KP-041 Identify ways in which competing interests and needs influence control and use of the land and natural resources in Canada. *Examples: mining, forestry, water...*

VI-003 Be willing to consider diverse views regarding the use of natural resources.

S-101 Use a variety of strategies in conflict resolution.

S-106 Propose options that are inclusive of diverse perspectives.

S-401 Use language that is respectful of human diversity.

Suggested Teaching/Learning Strategies

Applying Strategies

## Strategy 1: Royal Commission on Resource Use

- Students work together as a class to prepare for and stage a Royal Commission hearing on an issue relating to Aboriginal perspectives and competing interests over use of land and natural resources.
- The class identifies the specific issue to be dealt with by the Royal Commission. *Example: construction of hydro dam in northern Manitoba…*
- Students develop a list of roles to play during the hearing. (See TN 28.)
- Using an organizer, students prepare for their character roles by collecting information and developing arguments to support their point of view. (See BLM G-16.)
- Students present arguments at the hearing.
- Members of the Royal Commission make and announce a decision on the course of action regarding the resource or land use issue.

KH-033 Identify factors that influence the changing use of natural resources over time. *Examples: technology, culture...*

KP-041 Identify ways in which competing interests and needs influence control and use of the land and natural resources in Canada. *Examples: mining, forestry, water...*

S-301 Consider the context of events, accounts, ideas, and interpretations.

## Strategy 2: Use of Resources—A Glimpse into the Future

- Working with a partner, students select a specific time period in the future, and predict possible changes in the use of resources and factors that might influence these changes. *Examples: technology, culture, environmental concerns…*
- Students imagine what life might be like in the time period they have selected, and develop an imaginary daily Resource-Use Log for a week, listing the resources they might use or rely on. *Examples: fuel for transportation; water for personal, household, and recreational uses; electricity/batteries for household appliances and personal gadgets; resources used in the production of items they purchased…*
- Students identify possible factors that might influence changes in resource use in the future.
- Students present Resource-Use Logs to the class.
- Students discuss the different Resource-Use Logs presented and seek consensus on which might be the most realistic prediction.

Teacher Reflections

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Applying Strategies** | |
| • Assess the student's character sheet and presentation to the Royal Commission for her or his knowledge and understanding of Aboriginal rights regarding natural resources and/or competing interests over land use and resources. (See BLM G-17.)<br>• Monitor the proceedings of the hearing for evidence of the student's willingness to consider diverse use of natural resources.<br>• Monitor the proceedings for the student's skill in using the Royal Commission as an effective conflict resolution strategy.<br>• Monitor the presentation and arguments for the student's skill in proposing options that are inclusive of diverse perspectives while using language that is respectful of human diversity. | • Students may select any of the issues and make use of any information they have already collected in previous learning experiences.<br>• Students may also use appropriate props and costumes to enhance roles.<br>• BLM G-13: Controversial Issues Checklist (This resource may be of use in clarifying the issues.)<br>• BLM G-16: Role-Play Character Sheet<br>• BLM G-17: Role-Play Rubric<br>• TN 28: Royal Commission Role-Play<br>• TN 29: Role-Play in Social Studies<br>• TN 34: Dealing with Controversial Issues<br>• TN 41: Aboriginal Perspectives of Sustainable Development<br>• Alternative strategies to express differing viewpoints include debates, writing editorials, or writing from a different point of view. (See SFAL 6.77: RAFT.) |
| • Assess the Resource-Use Log for the student's understanding of factors that influence the changing use of natural resources over time, including competing interests and needs.<br>• Monitor work in pairs and assess the Resource-Use Log for the student's skill in considering the context of events, accounts, ideas, and interpretations. | • Students may find it helpful to review the Activating Strategy "Personal Resource-Use Logs—Now and Then" in this learning experience.<br>• A pre-activity class discussion on possible changes in lifestyles and use of natural resources in the future may be helpful for students to develop ideas for the Resource-Use Log of the future.<br>• The teacher may assign a specific time period for all groups, or allow groups to select their own time period. |

Teacher Reflections

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Applying Strategies |

KI-004 Identify Aboriginal perspectives and rights regarding natural resources and their use. *Examples: perspectives—sacred, caretaking; resources—land claims, fishing and hunting rights, mineral rights...*

KH-033 Identify factors that influence the changing use of natural resources over time. *Examples: technology, culture...*

KP-041 Identify ways in which competing interests and needs influence control and use of the land and natural resources in Canada. *Examples: mining, forestry, water...*

VI-003 Be willing to consider diverse views regarding the use of natural resources.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

### Strategy 3: Reviewing Aboriginal Perspectives and Resource Issues

- Students view a video that discusses Aboriginal perspectives regarding natural resources, or ways in which competing interests and needs influence control over the use of land and natural resources. (See BLM G-28.)
- Students record what they already know about the topic on the B-D-A Viewing Worksheet.
- Students view video and complete remaining sections in the B-D-A Viewing Worksheet.
- Students share reasons why information from the video is important to remember, as well as the sketch map, chart, or drawing from the B-D-A Viewing Worksheet.
- Students use the three possible quiz questions they have created on the B-D-A Viewing Worksheet to quiz each other on the content of the video as a review.

KI-004 Identify Aboriginal perspectives and rights regarding natural resources and their use. *Examples: perspectives—sacred, caretaking; resources—land claims, fishing and hunting rights, mineral rights...*

KH-033 Identify factors that influence the changing use of natural resources over time. *Examples: technology, culture...*

KP-041 Identify ways in which competing interests and needs influence control and use of the land and natural resources in Canada. *Examples: mining, forestry, water...*

VI-003 Be willing to consider diverse views regarding the use of natural resources.

S-103 Promote actions that reflect principles of sustainability.

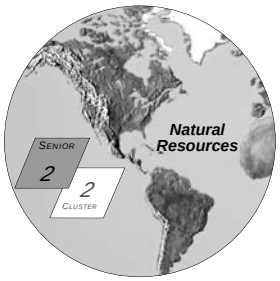
S-105 Recognize and take a stand against discriminatory practices and behaviours.

S-106 Propose options that are inclusive of diverse perspectives.

### Strategy 4: Taking Action on Wise Use of Natural Resources

- Working with a partner or in a small group, students select a specific issue that focuses on Aboriginal perspectives and rights relating to natural resources, or ways in which competing interests and needs influence control and use of land and resources in Canada.
- Students develop a publicity brochure, electronic presentation, or TV commercial to educate and convince members of the public to support a course of action relating to issues they have selected.
- Students present plans to the class and, if appropriate and time permits, carry out their publicity project.
- Students discuss strengths, weaknesses, and potential impact of suggested courses of action.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Applying Strategies** | |
| • Assess the B-D-A Viewing Worksheet for the student's understanding of Aboriginal perspectives, changing use of resources, and/or ways in which competing interests and needs influence control and use of land and resources.<br>• Monitor sharing and assess the B-D-A sheet for the student's willingness to consider diverse views regarding the use of natural resources.<br>• Assess the B-D-A sheet for the student's skill in organizing and recording information appropriately. | • Check the Instructional Resources Unit Library of Manitoba Education Citizenship and Youth for appropriate videos. A number of videos from the *CBC News in Review* series or from the Suzuki Foundation are relevant.<br>• BLM G-28: B-D-A Viewing Worksheet |
| • Assess the presentation for the student's knowledge of diverse perspectives regarding issues relating to natural resource use.<br>• Monitor group work and discussions for evidence of the student's willingness to consider diverse views regarding the use of natural resources.<br>• Assess the presentation for the student's skill in promoting actions that reflect principles of environmental stewardship and sustainability.<br>• Monitor group work and assess the presentation for the student's skill in recognizing and taking a stand against discriminatory practices.<br>• Assess the presentation for the student's skill in proposing actions that are inclusive of diverse perspectives. | • Depending on the area of interest, students may wish to review details of treaties, both historical and modern, signed with Aboriginal peoples.<br>• Previous learning in this learning experience may clarify and support students' positions regarding resource and land use issues.<br>• Access to computers, presentation software, or poster and art materials<br>• BLM G-7: Checklist for Creating Visuals<br>• TN 15: Creating a Brochure<br>• TN 16: Creating an Electronic Presentation<br>• TN 20: Creating a TV Commercial<br>• TN 25: Persuasive Writing<br>• TN 41: Aboriginal Perspectives of Sustainable Development |




## Learning Experience 2.3: Sustainable Development

| | |
|---|---|
| KC-002 | Describe sustainability issues related to natural resource extraction and consumption. |
| KG-035 | Identify implications of more-developed countries extracting resources from less-developed countries. *Examples: social, political, economic, environmental...* |
| VP-009 | Be willing to consider the implications of personal choices regarding natural resources. |
| S-101 | Use a variety of strategies in conflict resolution. |
| S-103 | Promote actions that reflect principles of sustainability. |
| S-105 | Recognize and take a stand against discriminatory practices and behaviours. |
| S-200 | Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary. |
| S-201 | Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...* |
| S-302 | Draw conclusions and make decisions based on research and various types of evidence. |
| S-303 | Reconsider personal assumptions based on new information and ideas. |
| S-307 | Propose and defend innovative options or solutions to address issues and problems. |
| S-400 | Listen to others to understand their perspectives. |
| S-403 | Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...* |
| S-405 | Articulate their perspectives on issues. |

## Description of the Learning Experience

In this learning experience, students examine the sustainability of resource extraction and consumption. Students consider the implications of more-developed industrial countries exploiting the resources of less-developed nations. Students consider the implications of their personal choices regarding the use of natural resources, and their promotion of environmental stewardship and sustainability.

## Vocabulary Focus

The following vocabulary is important for Learning Experience 2.3: Place and Identity.

| | | | |
|---|---|---|---|
| civil society | discriminatory practices | non-governmental organizations | public ownership |
| consumption | exploitation | personal choices | resource extraction |
| control | globalization | plantation | social implications |
| controversy | less-developed country | power | subsistence farming |
| development assistance | more-developed country | private ownership | sustainable development |
| development education | multinational company | | traditional values |

## Vocabulary Study Strategies

Please see **Appendix A: Content-Area Vocabulary Study Strategies** for suggested strategies to incorporate vocabulary studies into the learning experiences. Further vocabulary strategies are found in Vocabulary Strategies 6.31–6.36 and Information Processing Strategies 6.49–6.53 in *Success for All Learners: A Handbook on Differentiating Instruction* [referred to in this document as SFAL] (Manitoba Education and Training, 1996). In addition, a number of learning experiences within the clusters include vocabulary strategies for learning. Teachers are encouraged to make use of these strategies and to avoid the less meaningful practice of having students copy out dictionary definitions.

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Activating Strategies |

KC-002 Describe sustainability issues related to natural resource extraction and consumption.

VP-009 Be willing to consider the implications of personal choices regarding natural resources.

S-303 Reconsider personal assumptions based on new information and ideas.

S-405 Articulate their perspectives on issues.

### Strategy 1: Dependence on Natural Resources—A Question of Sustainability

- Students view an overhead or slide of "Every American born will need…." (See Teacher Tips and Resources.)
- Using the Listen-Think-Pair-Square strategy, students view and individually write about the image.
- Students join a partner and discuss their perspectives of the image and questions that arise, and add new information to a Listen-Think-Pair-Square organizer.
- Pairs discuss the possible implications of every individual in the world using the quantity of resources identified on the overhead/slide.
- Students join another pair (Square), discuss the importance of issues relating to resource use and sustainability, and complete the organizer.
- Students complete an Exit Slip to reflect on their perception of the overhead or slide and its implications regarding resource use. (See SFAL 6.60, 6.61.)

KC-002 Describe sustainability issues related to natural resource extraction and consumption.

VP-009 Be willing to consider the implications of personal choices regarding natural resources.

S-103 Promote actions that reflect principles of sustainability.

S-400 Listen to others to understand their perspectives.

### Strategy 2: Personal Resource-Use Reassessment

- Individually, students keep a Resource-Use Log, for a day or a week, of what resources they use or rely on in their everyday lives. *Examples: fuel for transportation; water for personal, household, and recreational uses; electricity/batteries for household appliances and personal gadgets; resources used in the construction of their homes, vehicles, and in the production of items they purchased…*
- Students identify additional resources and items they would likely have used or purchased if they could have afforded them.
- Students make predictions about changing their behaviours and needs to reduce reliance on resources during the time covered in their log. *Examples: walking or cycling instead of driving, reusing and recycling items...*
- Students share findings by posting logs and discussing the implications of their resource use.
- Classmates record information by writing notes about possible changed behaviours and needs to reduce reliance on resources used. Students create an organizer that lists the resources they used on a given day and behaviours they have changed to reduce resource use.

Teacher Reflections

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Activating Strategies** | |
| • Assess the Listen-Think-Pair-Square organizer and Exit Slip for the student's understanding of resource sustainability issues.<br>• Observe the student's changing assumptions (if any) based on new information.<br>• Monitor discussions to assess the student's skill in articulating her or his perspectives on issues. (See BLM G-10.)<br>• Monitor discussions and assess organizers and Exit Slips for evidence of the student's willingness to consider the implications of personal choices regarding natural resources. | • See Mining Information Institute website <www.mii.org> for "Every American born will need…"<br>• Website data (in imperial units) is updated annually; for example, the site currently indicates that the average American required 860 pounds more resources than a year ago, raising obvious questions about sustainability.<br>• SFAL 6.13: Listen-Think-Pair-Share strategy<br>• BLM G-10: Articulating Perspectives: Observation Checklist<br>• SFAL 6.60, 6.61: Exit Slips<br>• TN 33: Articulating Perspectives on Issues<br>• For information on education for sustainable development, visit the Manitoba Education, Citizenship and Youth website at <www.edu.gov.mb.ca/ks4/esd>, and the International Institute for Sustainable Development at <www.iisd.org>.<br>• TN 42: Manitoba's Principles and Fundamental Guidelines of Sustainable Development |
| • Assess the Resource-Use Log and notes for the student's knowledge of issues related to resource use and sustainability.<br>• Monitor the Resource-Use Log and discussions for evidence of the student's willingness to consider the implications of her or his personal actions.<br>• Assess the Resource-Use Log and monitor discussions for the student's skill in promoting actions that reflect stewardship and sustainability.<br>• Observe and monitor class discussions for the student's skill in listening to others. (See BLM G-5.) | • If students developed a Resource-Use Log as an Activating Strategy in the Diverse Perspectives learning experience, they may wish to make use of the log for the first step in this learning activity.<br>• Students may need some clarification and examples regarding environmental stewardship and sustainability.<br>• BLM G-5: Listening Skills: Observation Checklist |

Teacher Reflections

Targeted Learning Outcomes

*Students will...*

KG-035 Identify implications of more-developed countries extracting resources from less-developed countries. *Examples: social, political, economic, environmental...*

VP-009 Be willing to consider the implications of personal choices regarding natural resources.

S-303 Reconsider personal assumptions based on new information and ideas.

Suggested Teaching/Learning Strategies

Activating Strategies

## Strategy 3: Resource Extraction in Less-Developed Countries

- Students use the LINK strategy to brainstorm knowledge and ideas about the implications of more-developed countries extracting resources from less-developed countries.
- Individually, students analyze a picture or image related to resource extraction in a less-developed country, and list (L in LINK) perceptions they have about the local impact of extracting resources in less-developed countries.
- Students share perceptions with peers and develop a list of responses on the board or flip chart.
- In small groups, students ask for clarification (Inquire) about the points listed.
- Students write, list, or draw (Note) what they have learned about the impact of resource extraction in less-developed countries.
- In a summary class discussion, students listen and confirm what they have learned (Know).
- Students create an organizer to compile all of their LINK responses.

*Students will...*

KC-002 Describe sustainability issues related to natural resource extraction and consumption.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

S-103 Promote actions that reflect principles of sustainability.

S-302 Draw conclusions and make decisions based on research and various types of evidence.

S-303 Reconsider personal assumptions based on new information and ideas.

S-400 Listen to others to understand their perspectives.

S-405 Articulate their perspectives on issues.

Acquiring Strategies

## Strategy 1: Sustainable Development Timeline

- Individually, students review the Sustainable Development Timeline. (See TN 43.)
- In collaborative groups, students sort and classify the items listed on the timeline into categories of their own choosing. *Examples: meetings of international groups, government legislation, individual initiatives, environmental disasters…*
- In a class discussion, groups share their classifications.
- In their course notebooks, students reflect on the importance of individual organizational and government action with respect to sustainable development.

Teacher Reflections

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Activating Strategies** | |
| • Assess the LINK organizer for the student's knowledge and understanding of the implications of resource control by wealthy countries.<br>• Monitor group and class discussions and assess the LINK organizer for evidence of the student personalizing choices regarding resource use.<br>• Observe and monitor individual responses for the student's skill in reconsidering personal assumptions based on new information and ideas. | • Teachers accumulate appropriate pictures or images. *Examples: labourers in a less-developed country working on a farm or in an industry whose products are exported to more-developed countries, scenes of poverty due to low wages and exploitation, scene of Caucasian managers overseeing indigenous workers in a mining operation…*<br>• Some students may need background related to exploitation of resources, multinationals, fair trade, and causes of poverty.<br>• SFAL 6.27: LINK (List, Inquire, Note, Know)<br>• Alternatively, students may use the Anticipation Guide for this learning experience. (See SFAL 6.25, 6.98.) |
| **Acquiring Strategies** | |
| • Assess the reflection for the student's understanding of the importance of individual, organizational, and government action regarding sustainable development.<br>• Assess the student's ability to draw conclusions based on research and evidence. | • TN 42: Manitoba's Principles and Fundamental Guidelines of Sustainable Development<br>• TN 43: Sustainable Development Timeline<br>A full-colour version of this timeline is available from the International Institute for Sustainable Development. <www.iisd.org>. |

Teacher Reflections

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Acquiring Strategies |

KC-002 Describe sustainability issues related to natural resource extraction and consumption.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

## Strategy 2: Analyzing a Current Resource Extraction/Consumption Issue

- Working in pairs, students select a current issue related to resource extraction and/or consumption and search for related newspaper and Internet articles. *Examples: oil/gas wells, mining, logging, quarrying...*
- Students select an article and, using the Collaborative Reading strategy, begin by skimming the headings and reading the first and last paragraphs of the article.
- Students take turns reading a section aloud, each commenting on what they have read and connecting it to a personal experience or idea before proceeding to the next section.
- Students complete the reading and use the Information Mapping strategy to identify the main ideas and supporting details.
- Students share findings with the class and post their Information Maps for a Gallery Walk.
- Students create a list of resource issues identified by the class and note in their course notebooks the respective locations of each.

KG-035 Identify implications of more-developed countries extracting resources from less-developed countries. *Examples: social, political, economic, environmental...*

VP-009 Be willing to consider the implications of personal choices regarding natural resources.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

## Strategy 3: Case Study: Extracting Resources in Less-Developed Countries

- Working in small groups, students use print and electronic resources to research a case study of a multinational company extracting resources from less-developed countries for export to more-developed countries. *Examples: Talisman Energy extracting oil and gas in South America and Asia, INCO mining nickel in Indonesia, BP extracting oil in Angola, food companies such as Nestle and Libby's operating plantations in Africa and Latin America to produce food for export...*
- Students consider the social, economic, and political implications of resource extraction for both less-developed and more-developed countries.
- Students organize findings using electronic presentation software or poster format.
- Students present findings to their peers.
- Students record the case studies presented and summarize key details for each in an organizer. (See BLM 2-1.)

Teacher Reflections

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Acquiring Strategies** | |
| • Assess the Information Map and notes for the student's knowledge and understanding of sustainability issues related to resource extraction and consumption.<br>• Assess the student's skill in selecting information from a variety of appropriate sources. (See BLM G-9.)<br>• Assess the Information Map and notes for the student's skill in organizing and recording information. | • Access to current and recent newspapers and magazines<br>• Access to the Internet<br>• BLM G-9: Selecting Information: Checklist<br>• SFAL 6.45: Collaborative Reading<br>• SFAL 6.49: Information Mapping<br>• SFAL 6.80: Gallery Walk<br>• Alternatively, students view a video that focuses on resource extraction and consumption and analyze the information. *Examples: CBC News In Review, The Nature of Things…* |
| • Assess the presentation and organizer for the student's knowledge of the implications of resource extraction in less-developed countries.<br>• Assess the student's skill in selecting information from a variety of appropriate sources. (See BLM G-9.)<br>• Assess the presentation for the student's skill in presenting information and ideas in a format appropriate for audience and purpose.<br>• Observe the student's willingness to consider the implications of personal choices regarding natural resources. | • Students may need examples and background on the operations of multinational companies, and on the implications of the flow of resources to the more-developed world.<br>• Note that viewers must first accept certain conditions before they can enter the Talisman Energy website. Students may wish to consider the purpose and implications of this requirement.<br>• Access to current and recent newspapers and magazines and the Internet<br>• BLM 2-1: Case Studies: Extracting Resources in Less-Developed Countries<br>• BLM G-9: Selecting Information: Checklist<br>• TN 16: Creating an Electronic Presentation<br>• TN 18: Creating a Poster<br>• TN 24: The Inquiry Process (Conducting Research) |

Teacher Reflections

Targeted Learning Outcomes

Suggested Teaching/Learning Strategies

*Students will...*

KC-002 Describe sustainability issues related to natural resource extraction and consumption.

KG-035 Identify implications of more-developed countries extracting resources from less-developed countries. *Examples: social, political, economic, environmental...*

VP-009 Be willing to consider the implications of personal choices regarding natural resources.

S-103 Promote actions that reflect principles of sustainability.

## Acquiring Strategies

### Strategy 4: Natural Resources: A Question of Lifestyles and Sustainability

- Students view a video/DVD focusing on sustainability issues and/or implications of resource extraction at home and abroad.
- Using the Listen-Think-Pair-Share strategy, students view the video and individually list in an organizer things they remember seeing and learning.
- Students then work with a partner to add to the ideas generated individually and to clarify misconceptions.
- Students share information with the class.
- Students write Exit Slips to reflect on what they have learned personally and from classmates about sustainability issues and/or the implications of resource extraction.

*Students will...*

KC-002 Describe sustainability issues related to natural resource extraction and consumption.

VP-009 Be willing to consider the implications of personal choices regarding natural resources.

S-103 Promote actions that reflect principles of sustainability.

S-303 Reconsider personal assumptions based on new information and ideas.

S-307 Propose and defend innovative options or solutions to address issues and problems.

## Applying Strategies

### Strategy 1: Publicity Campaign Promoting Sustainable Development

- Students work individually or with a partner to develop a public advertisement specifically aimed at young people that encourages the sustainable use of natural resources and environmental stewardship.
- Students use the advertisement to explain sustainable development, promote its importance, and identify suggested actions and activities young people can practise to demonstrate environmental stewardship and sustainability.
- Students select a medium to present their advertisement to the class. *Examples: brochure, poster, TV/videotape, or presentation software…*
- Students present advertisements to the class.
- Class members list in their course notebooks suggested actions presented.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Acquiring Strategies** | |
| • Assess the organizer and Exit Slip for the student's knowledge and understanding of sustainability issues and implications of resource extraction for less-developed countries.<br>• Monitor pairs' discussions and class sharing for evidence of the student's willingness to consider personal choices and actions.<br>• Assess the Exit Slip for the student's skill in promoting actions that reflect principles of stewardship and sustainability. | • Check with development, non-governmental, and religious agencies for a list of video resources *Examples: Manitoba Council for International Cooperation, The Marquis Project, Canadian International Development Agency, The Mennonite Central Committee, United Church of Canada, The Red Cross/Crescent...*<br>• Other video sources include the Instructional Resources Unit of Manitoba Education, Citizenship and Youth, The National Film Board, and *CBC News in Review*.<br>• SFAL 6.13: Listen-Think-Pair-Share<br>• SFAL 6.60-61: Exit Slips<br>• BLM G-28: B-D-A Viewing Worksheet could be used in this learning experience.<br>• Useful background information on sustainable development is available at <www.iisd.org>. |
| **Applying Strategies** | |
| • Assessment criteria for this project could be developed in collaboration with students upon introduction of the learning experience.<br>• Assess the advertisement and notes for the student's knowledge and understanding of sustainability issues relating to resource extraction and consumption.<br>• Observe and record anecdotal evidence of the student's willingness to reconsider personal assumptions and to consider implications of personal choice regarding natural resources.<br>• Assess the advertisement for the student's skill in promoting actions reflecting stewardship and sustainability and in proposing and defending innovative solutions to address issues and problems.<br>• Monitor discussions and the presentation for the student's skill in reconsidering personal assumptions based on new information. | • Students may find it helpful to explore a variety of posters, print advertisements, and other visuals to acquire ideas for content and form of presentation.<br>• Access to newspapers, magazines, copies of publicity relating to environmental stewardship and resource sustainability<br>• Art materials and poster paper<br>• Access to video cameras, computers, scanners, digital cameras<br>• BLM G-7: Checklist for Creating Visuals<br>• TN 15: Creating a Brochure<br>• TN 16: Creating an Electronic Presentation<br>• TN 18: Creating a Poster<br>• TN 20: Creating a TV Commercial<br>• TN 25: Persuasive Writing<br>• TN 42: Manitoba's Principles and Fundamental Guidelines of Sustainable Development<br>• Alternative strategy: Collect existing public relations materials relating to stewardship and sustainability and analyze their effectiveness as a means to capture public attention and interest, especially that of young people. |

Targeted Learning Outcomes

*Students will...*

KC-002 Describe sustainability issues related to natural resource extraction and consumption.

KG-035 Identify implications of more-developed countries extracting resources from less-developed countries. *Examples: social, political, economic, environmental...*

S-303 Reconsider personal assumptions based on new information and ideas.

S-400 Listen to others to understand their perspectives.

Suggested Teaching/Learning Strategies

Applying Strategies

## Strategy 2: Pen Pals—Learning about Another Point of View

- In a class discussion, students review the impact of resource extraction on life in less-developed countries and of resource consumption on life in more-developed countries.
- Working in pairs, students use the RAFT strategy to write a letter to an imaginary pen pal in a less-developed country that includes references to a Canadian company that is extracting a resource in the less-developed country.
- As a Canadian, one student in the pair writes about his or her impressions of the benefits of resource extraction in the less-developed country and the benefit to Canada of access to additional resources. *Examples: jobs, income, skills, and foreign exchange from exports…*
- The other student in the pair assumes the role of the pen pal in the less-developed country and replies to the letter, explaining some of the negative environmental, social, and political aspects of resource extraction by the Canadian company, and how these affect life there. *Examples: environmental damage to landscape, water pollution, erosion of traditional community values, increased crime, poor working conditions, exploitation of labour, concentration of wealth in government...*
- Students share each other's letters with the class.
- Students record information in two columns in their course notebooks: one for negative impacts and one for positive impacts of resource extraction in less-developed countries.

Teacher Reflections

## Suggested Assessment Strategies

### Applying Strategies

- Assess the letter and notes for the student's knowledge and understanding of sustainability issues and implications of extraction of resources from less-developed countries.
- Observe and record anecdotal evidence of the student's willingness to reconsider personal assumptions based on new information relative to natural resources.
- Observe and monitor dialogue and sharing for the student's skill in listening to understand others' perspectives. (See BLM G-5.)

## Teacher Tips and Resources

- Students may need some preparation to understand different perspectives, particularly those that could be perceived as a threat to the Canadian way of doing things.
- Some classes may have recent immigrant or refugee students who can personally identify with some issues; therefore, it is imperative that teachers handle the situation with openness and respect to help students achieve the learning outcomes of the lesson. Prepare students with a discussion of the need to be sensitive to others' perspectives.
- Recent immigrants to the community or exchange teachers in the school might be used as resource persons to present an "outsider's" perspective.
- BLM G-5: Listening Skills: Observation Checklist
- SFAL 6.77: RAFT (Role, Audience, Format, Topic)
- Students may need to review the format of the letter in preparation for their RAFT.

## Teacher Reflections

Targeted Learning Outcomes

*Students will...*

KG-035 Identify implications of more-developed countries extracting resources from less-developed countries. *Examples: social, political, economic, environmental...*

VP-009 Be willing to consider the implications of personal choices regarding natural resources.

S-101 Use a variety of strategies in conflict resolution.

S-105 Recognize and take a stand against discriminatory practices and behaviours.

S-302 Draw conclusions and make decisions based on research and various types of evidence.

Suggested Teaching/Learning Strategies

Applying Strategies

## Strategy 3: Simulation Game: The Control and Use of Natural Resources

- Students either develop a simulation game relating to the control and use of natural resources in more-developed and less-developed countries and the potential implications therein, or participate in an available simulation activity in the school or the community. (See Teacher Tips and Resources.)
- Students play the simulation game developed or participate in an available simulation activity.
- Students complete appropriate components of a Learning Log before, during, and after the simulation. (See SFAL 6.56, 6.57.) Alternatively, students may use the Admit and Exit Slip strategy. This reflective writing will also provide a conclusion to communicate their learning through the strategies.

Teacher Reflections

## Suggested Assessment Strategies

### Applying Strategies

- Monitor participation in the simulation and assess the Learning Log or Admit/Exit Slip for the student's understanding of the implications of resource extractions from less-developed countries.
- Monitor participation in the simulation and assess the Learning Log or Admit/Exit Slip for evidence of the student's willingness to consider implications of personal choices.
- Observe and monitor proceedings for the student's skill in using the simulation as a strategy in conflict resolution.
- Assess the student's skill in recognizing and taking a stand against discriminatory practices and behaviours. (See BLM G-14.)
- Observe and assess the student's skill in drawing conclusions and making decisions based on evidence.

## Teacher Tips and Resources

- Contact various development, education, and non-governmental agencies for simulation game ideas.
- The Marquis Project (Brandon) has a publication, "99 Neighbours," that presents a scenario of equitable distribution of wealth and resources based on population of various regions of the world. See <www.marquisproject.com>.
- The Marquis Project has also developed The Fair Game. For details, visit <www.marquisproject.com/fairgame.html>.
- Global Change Game is a simulation that educates students about global issues and encourages them to take action to resolve these issues. See <www.mts.net/~gcg> for information.
- Additional simulation activities can be found at the following websites:
  - Food For Thought: <www.populationconnection.org> and follow the links: Education/Food For Thought/Download PDF
  - The Scramble for Wealth and Power: <eycb.coe.int> and follow the links: Compass/Compass/Scramble for Wealth and Power (2.41)
- BLM G-14: Discriminatory Practices: Self-Assessment
- SFAL 6.56, 6.57: Learning Log
- SFAL 6.60, 6.61: Admit and Exit Slips
- TN 36: Recognizing and Acting against Discriminatory Practices
- TN 39: Simulation Games

## Teacher Reflections

# *Geographic Issues of the 21st Century*

SENIOR 2

## Food from the Land

3 CLUSTER

## Learning Experience 3.1: Areas and Conditions

KL-020 Identify the major food production areas on a map of the world and a map of Canada. *Examples: grains, oilseeds, fruit, vegetables, beverages, animal, fish, fowl...*

KL-021 Identify physical conditions required to produce major food crops. *Examples: topography, soil, climate, water...*

KL-023 Describe the impact of various agricultural practices on the physical environment. *Examples: soil erosion, water quality, soil fertility...*

VL-005 Respect the Earth as a complex environment in which humans have important responsibilities.

S-100 Collaborate with others to achieve group goals and responsibilities.

S-103 Promote actions that reflect principles of environmental stewardship and sustainability.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

S-202 Select and use appropriate tools and technologies to accomplish tasks. *Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*

S-203 Construct maps using a variety of information sources and technologies. *Examples: observation, traditional knowledge, compass, Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*

S-300 Formulate geographic questions to plan inquiry and research.

S-302 Draw conclusions and make decisions based on research and various types of evidence.

S-304 Analyze physical material and evidence during research.

S-400 Listen to others to understand their perspectives.

S-402 Express informed and reasoned opinions.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

## Learning Experience 3.2: Food Production

KE-044 Identify the stages involved in food production and distribution. *Include: growing, processing, transportation, and marketing.*

KH-034 Give examples of ways in which food production has changed over time. *Examples: soil conservation strategies, technological change...*

KI-005 Identify human factors affecting the production and use of various types of food. *Examples: cultural, economic, political, environmental, marketing...*

S-100 Collaborate with others to achieve group goals and responsibilities.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

S-300 Formulate geographic questions to plan inquiry and research.

S-301 Consider the context of events, accounts, ideas, and interpretations.

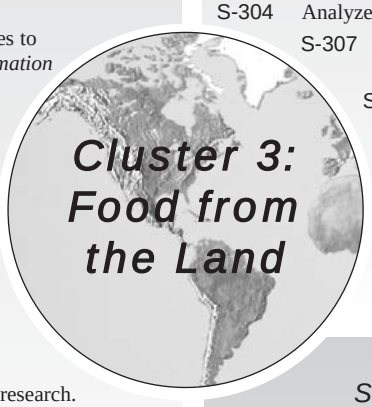
S-304 Analyze physical material and evidence during research.

S-307 Propose and defend innovative options or solutions to address issues and problems.

S-309 Observe patterns and make generalizations based on geographic inquiry.

S-400 Listen to others to understand their perspectives.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*



# Cluster 3: Food from the Land

## Learning Experience 3.3: Safeguarding Our Food Supply

KL-022 Explain ways in which natural and human-caused phenomena affect food production.

KG-037 Give examples of the potential impact of climate change on food production.

VL-005 Respect the Earth as a complex environment in which humans have important responsibilities.

VL-006 Be willing to consider the environmental consequences of their food choices.

S-103 Promote actions that reflect principles of environmental stewardship and sustainability.

S-107 Make decisions that reflect social responsibility.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

S-202 Select and use appropriate tools and technologies to accomplish tasks. *Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*

S-300 Formulate geographic questions to plan inquiry and research.

S-303 Reconsider personal assumptions based on new information and ideas.

S-304 Analyze physical material and evidence during research.

S-307 Propose and defend innovative options or solutions to address issues and problems.

S-400 Listen to others to understand their perspectives.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

S-404 Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.

## Learning Experience 3.4: Contemporary Issues Related to Food

KG-036 Describe issues related to freshwater and saltwater food resources.

KG-038 Identify issues related to scarcity and distribution of food.

KE-043 Identify the changing nature of farming on the prairies and describe the social and economic implications for communities.

KE-045 Identify issues related to genetic modification of plants and animals.

VP-010 Be willing to consider the economic and political influence of their food choices. *Examples: food fashions, food aid, food shortages...*

S-107 Make decisions that reflect social responsibility.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-300 Formulate geographic questions to plan inquiry and research.

S-301 Consider the context of events, accounts, ideas and interpretations.

S-305 Compare diverse perspectives and interpretations in the media and other information sources.

S-307 Propose and defend innovative options or solutions to address issues and problems.

S-400 Listen to others to understand their perspectives.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

S-405 Make decisions that reflect social responsibility.

S-406 Debate differing points of view regarding an issue.

## Cluster 3: Food from the Land—Overview

This cluster consists of four learning experiences and focuses on the production and acquisition of the basic human necessity of food. Students identify the location of major food production areas around the world and consider both the physical and human factors that influence food production. Students describe the impact of agricultural practices on the physical environment and show how food production has changed over time, specifically in the Canadian Prairies. Students also consider issues related to freshwater and saltwater food resources, the impact of climate change, and concerns regarding genetic modification. Finally, students identify the stages involved in food production as well as issues related to the scarcity and distribution of food.

### Learning Experience 3.1: Areas and Conditions

In the first learning experience of this cluster, students identify the major areas of food production on maps of Canada and the world. Students investigate the physical conditions necessary for production of major food crops. Students also consider the impact of agricultural practices on the physical environment.

- KL-020 Identify the major food production areas on a map of the world and a map of Canada. *Examples: grains, oilseeds, fruit, vegetables, beverages, animal, fish, fowl...*
- KL-021 Identify physical conditions required to produce major food crops. *Examples: topography, soil, climate, water...*
- KL-023 Describe the impact of various agricultural practices on the physical environment. *Examples: soil erosion, water quality, soil fertility...*
- VL-005 Respect the Earth as a complex environment in which humans have important responsibilities.

### Learning Experience 3.2: Food Production

In this learning experience, students identify a number of human factors that affect production and use of various types of food.

Students investigate the major stages in food production and distribution, and explore ways in which food production has changed over time.

- KI-005 Identify human factors affecting the production and use of various types of food. *Examples: cultural, economic, political, environmental, marketing...*
- KE-044 Identify the stages involved in food production and distribution. *Include: growing, processing, transportation, and marketing.*
- KH-034 Give examples of ways in which food production has changed over time. *Examples: soil conservation strategies, technological change...*

### Learning Experience 3.3: Safeguarding Our Food Supply

In this learning experience, students examine the ways in which natural phenomena and human actions affect our food supply.

Students explore examples of the potential impact of climate change on our food supply, and consider the fact that our own food choices have environmental consequences.

- KG-037 Give examples of the potential impact of climate change on food production.
- KL-022 Explain ways in which natural and human-caused phenomena affect food production.
- VL-006 Be willing to consider the environmental consequences of their food choices.
- VL-105 Respect the Earth as a complex environment in which humans have important responsibilities.

### Learning Experience 3.4: Contemporary Issues Related to Food

In this learning experience, students identify issues related to scarcity and the distribution of food in general. They study issues related to freshwater and saltwater food resources, and examine ways in which food production has changed over time. This learning experience introduces students to new developments in the controversial area of genetic modification in food production. Students also consider the economic and political consequences of their food choices and why they should care.

- KE-043 Identify the changing nature of farming on the prairies and describe the social and economic implications for communities.
- KE-045 Identify issues related to genetic modification of plants and animals.
- KG-036 Describe issues related to freshwater and saltwater food resources.
- KG-038 Identify issues related to scarcity and distribution of food.
- VP-010 Be willing to consider the economic and political influence of their food choices. *Examples: food fashions, food aid, food shortages...*

## Skills Outcomes for Cluster 3: Food from the Land

**Skills for Active Democratic Citizenship**

- S-100 Collaborate with others to achieve group goals and responsibilities.
- S-103 Promote actions that reflect principles of sustainability.
- S-107 Make decisions that reflect social responsibility.

**Skills for Managing Information and Ideas**

- S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
- S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*
- S-202 Select and use appropriate tools and technologies to accomplish tasks. *Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*
- S-203 Construct maps using a variety of information sources and technologies. *Examples: observation, traditional knowledge, compass, Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*

**Critical and Creative Thinking Skills**

- S-300 Formulate geographic questions to plan inquiry and research.
- S-301 Consider the context of events, accounts, ideas, and interpretations.
- S-302 Draw conclusions and make decisions based on research and various types of evidence.
- S-303 Reconsider personal assumptions based on new information and ideas.
- S-304 Analyze physical material and evidence during research.
- S-305 Compare diverse perspectives and interpretations in the media and other information sources.
- S-307 Propose and defend innovative options or solutions to address issues and problems.
- S-309 Observe patterns and make generalizations based on geographic inquiry.

**Communication Skills**

- S-400 Listen to others to understand their perspectives.
- S-402 Express informed and reasoned opinions.
- S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*
- S-404 Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.
- S-405 Articulate their perspectives on issues.
- S-406 Debate differing points of view regarding an issue.

## Learning Experience 3.1: Areas and Conditions

| | |
|---|---|
| KL-020 | Identify the major food production areas on a map of the world and a map of Canada. *Examples: grains, oilseeds, fruit, vegetables, beverages, animal, fish, fowl...* |
| KL-021 | Identify physical conditions required to produce major food crops. *Examples: topography, soil, climate, water...* |
| KL-023 | Describe the impact of various agricultural practices on the physical environment. *Examples: soil erosion, water quality, soil fertility...* |
| VL-005 | Respect the Earth as a complex environment in which humans have important responsibilities. |
| S-100 | Collaborate with others to achieve group goals and responsibilities. |
| S-103 | Promote actions that reflect principles of sustainability. |
| S-200 | Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary. |
| S-201 | Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...* |
| S-202 | Select and use appropriate tools and technologies to accomplish tasks. *Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...* |
| S-203 | Construct maps using a variety of information sources and technologies. *Examples: observation, traditional knowledge, compass, Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...* |
| S-300 | Formulate geographic questions to plan inquiry and research. |
| S-302 | Draw conclusions and make decisions based on research and various types of evidence. |
| S-304 | Analyze physical material and evidence during research. |
| S-400 | Listen to others to understand their perspectives. |
| S-402 | Express informed and reasoned opinions. |
| S-403 | Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...* |

## Description of Learning Experience

In the first learning experience of this cluster, students identify the major areas of food production on maps of Canada and the world. Students investigate the physical conditions necessary to produce major food crops. They also consider the impact of agricultural practices on the physical environment.

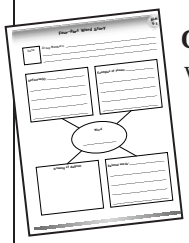
## Vocabulary Focus

The following vocabulary is important for Learning Experience 3.1: Areas and Conditions.

| | | |
|---|---|---|
| cereals | grains | seasonality |
| climate | livestock | soil erosion |
| degree days | market gardening | soil fertility |
| export crops | nomadic herding | subsistence farming |
| extensive agriculture | oilseeds | topography |
| fish farming | physical environment | water quality |
| food production | plantation | weather |
| frostfree period | precipitation | |

## Vocabulary Study Strategies

Please see **Appendix A: Content-Area Vocabulary Study Strategies** for suggested strategies to incorporate vocabulary studies into the learning experiences. Further vocabulary strategies are found in Vocabulary Strategies 6.31–6.36 and Information Processing Strategies 6.49–6.53 in *Success for All Learners: A Handbook on Differentiating Instruction* [referred to in this document as SFAL] (Manitoba Education and Training, 1996). In addition, a number of learning experiences within the clusters include vocabulary strategies for learning. Teachers are encouraged to make use of these strategies and to avoid the less meaningful practice of having students copy out dictionary definitions.



**Where to Find the Blackline Masters (BLMs)**

**Cluster-Specific BLMs** are found in Appendix B. They are coded, for example, BLM 3-2, where the "3" refers to Cluster 3 and the "2" refers to the sequential number.

**General BLMs** are found in Appendix C. They are coded, for example, BLM G-6, where the G refers to "General" and the "6" refers to the sequential number. They are used in multiple strategies.

**Teacher Notes** are found in Appendix D. They are coded TN, and are numbered sequentially (e.g., TN 3 or TN 40).

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Activating Strategies |

KL-020 Identify the major food production areas on a map of the world and a map of Canada. *Examples: grains, oilseeds, fruit, vegetables, beverages, animal, fish, fowl...*

KL-021 Identify physical conditions required to produce major food crops. *Examples: topography, soil, climate, water...*

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

### Strategy 1: Predicting Food Production Areas in Canada and the World

- Students clip or print pictures of a variety of foods from Canada and around the world, including food produced on land and acquired in aquatic locations.
- Students identify the food item illustrated in each picture and predict where in Canada or the world it might be produced or acquired.
- Students attach the pictures at the predicted locations on a large wall map (or outline map) of Canada and of the world.
- Students discuss the distribution and develop general rules about landform and climate conditions that might influence the types of food produced.
- Students record examples in course notebooks.

KL-021 Identify physical conditions required to produce major food crops. *Examples: topography, soil, climate, water...*

S-300 Formulate geographic questions to plan inquiry and research.

S-302 Draw conclusions and make decisions based on research and various types of evidence.

S-402 Express informed and reasoned opinions.

### Strategy 2: Physical Conditions Necessary for Food Production

- Using the KWL or KWHL strategy, students list what they already know about the physical conditions required to produce major food crops.
- Students share knowledge with the class and produce a master list on the board or flip chart.
- Through class discussion and teacher guidance, students develop questions that would help provide further information about the topic.
- Students use a variety of resources to answer questions posed.
- If students completed the Activating Strategy “Predicting Food Production Areas in Canada and the World,” they might refer to map displays to make further connections with location and physical conditions.
- Students add any new details to the “Learned” column of the KWL or KWHL organizer.

KL-023 Describe the impact of various agricultural practices on the physical environment. *Examples: soil erosion, water quality, soil fertility...*

S-100 Collaborate with others to achieve group goals and responsibilities.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

### Strategy 3: Effects of Production on the Environment

- Individually, students brainstorm and identify agricultural practices that are harmful to the environment, and include them on a Mind Map organizer they develop to communicate their knowledge.
- Students discuss examples with a partner and add any new examples to their organizers.
- Students share Mind Maps with the whole class, thus providing an opportunity for correcting misconceptions and extending their knowledge and understanding of the effects of food production on the environment.
- The Mind Maps are posted for a Gallery Walk.
- Students record harmful practices identified in their course notebooks.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Activating Strategies** | |
| • Assess the location of pictures on the map for the student's knowledge of food-producing areas in Canada and the world.<br>• Monitor discussions and assess notes for the student's understanding of the physical conditions required to produce food crops.<br>• Assess the student's skill in selecting information from a variety of sources. (See BLM G-9.) | • Access to newspapers and magazines for clipping pictures<br>• Access to the Internet for pictures and articles<br>• BLM G-9: Selecting Information: Checklist<br>• Large wall maps of Canada and the world<br>• Alternatively, students might create a large outline map on the board or poster paper by using an overhead projection of an outline map.<br>• Keep the map display on the wall throughout the learning experience for future reference.<br>• Alternatively, students may number pictures and indicate the corresponding location (using these numbers) on smaller, individual maps of Canada and the world. (See BLMs G-31 and G-33 for maps of Canada and the world.) |
| • Assess the KWL or KWHL organizer for the student's knowledge of physical conditions that influence food production.<br>• Assess the student's skill in formulating geographic questions. (See TN 11.)<br>• Monitor discussions and answers for the student's skill in drawing conclusions and making decisions based on research and evidence.<br>• Observe and monitor contributions to class discussion for the student's skill in expressing informed and reasoned opinions. | • Although students may think of obvious factors such as soils and climatic conditions, they should be encouraged to think of more specific factors. For example, climatic factors include precipitation and appropriate temperature, as well as the length of the frost-free season, the number of degree days, seasonality of precipitation, and relative humidity.<br>• Students from a farm background or from families involved in primary food production *(Examples: market gardening, fishing, hunting, berry picking, growing mushrooms…)* may be able to provide specific factors related to particular types of food production.<br>• BLM G-19: KWHL<br>• SFAL 6.20, 6.22, 6.94: KWL<br>• TN 11: Asking Geographic Questions<br>• TN 12: Asking Questions<br>• TN 24: The Inquiry Process (Conducting Research)<br>• Alternatively, students could use the Seven-Step Knowledge Chart. (See SFAL 6.96.) |
| • Assess the Mind Map organizer and notes for the student's knowledge of the impact of agricultural practices on the environment.<br>• Monitor work in pairs for the student's skill in collaboration to achieve group goals and responsibilities. (See BLM G-1, G-2.)<br>• Assess the Mind Map organizer and notes for the student's skill in recording and organizing information. | • Depending on the background of students, this learning experience might include controversial issues such as the use of pesticides and herbicides in agricultural activities. (See TN 34: Dealing with Controversial Issues and TN 37: Critical Thinking in Social Studies.)<br>• BLM G-1: Group Performance: Assessment Scale<br>• BLM G-2: Group Performance: Self-Assessment Scale<br>• SFAL 6.24: Mind Maps<br>• SFAL 6.80: Gallery Walk |

Targeted Learning Outcomes

Suggested Teaching/Learning Strategies

*Students will...*

KL-021 Identify physical conditions required to produce major food crops. *Examples: topography, soil, climate, water...*

S-302 Draw conclusions and make decisions based on research and various types of evidence.

VL-005 Respect the Earth as a complex environment in which humans have important responsibilities.

## Activating Strategies

### Strategy 4: An Apple for Learning: A Demonstration

- Students observe as the teacher and/or students slice an apple to represent portions of the Earth's surface that do not have the appropriate physical conditions for production of major food crops. (See TN 31.)
- At each step in the process, students list the conditions that rule out food production in that portion of the Earth represented by a slice of the apple.
- Students note what proportion of the apple (Earth) is left with the appropriate combination of physical factors for production of major food crops.
- Students discuss the potential implications of this reality for feeding the world's population now and in the future.
- Students write an Exit Slip to reflect on the demonstration and to summarize the class discussion regarding potential implications for feeding the world's population.

*Students will...*

KL-020 Identify the major food production areas on a map of the world and a map of Canada. *Examples: grains, oilseeds, fruit, vegetables, beverages, animal, fish, fowl...*

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

S-202 Select and use appropriate tools and technologies to accomplish tasks. *Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*

## Acquiring Strategies

### Strategy 1: Mapping Major Food Production Areas

- Working with a partner, students select either an outline map of the world or of Canada to map major food production areas.
- With the use of atlases, maps, and Internet sources, students locate and label major food production areas (those identified in KL-020 and any others they can think of) on their respective maps, using appropriate symbols and legends.
- Students compare their maps with the wall map created in the Activating Strategy "Predicting Food Production Areas in Canada and the World," and comment on similarities and differences.
- Students post maps and observe them during a Gallery Walk.
- Individually, students write an Exit Slip to describe and analyze any patterns observed.

Teacher Reflections

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Activating Strategies** | |
| • Assess the list of conditions and Exit Slip for the student's knowledge of physical factors required to produce major food crops.<br>• Assess the student's skill in drawing conclusions and making decisions based on evidence from the demonstration.<br>• Monitor discussions for the student's understanding of the importance of respecting the Earth and promoting responsible use of those areas that can be used for food production. | • SFAL 6.60, 6.61: Exit Slips<br>• TN 31: An Apple for Learning<br>• Appropriate caution should be exercised when using cutting utensils, particularly if students are engaged in cutting up an apple. |
| **Acquiring Strategies** | |
| • Assess the map and Exit Slip for the student's knowledge of the location of major food production areas.<br>• Assess the student's skill in selecting information from a variety of sources. (See BLM G-9.)<br>• Assess the map and Exit Slip for the student's skill in organizing and recording information.<br>• Assess the student's skill in using appropriate tools and technologies to accomplish tasks. | • The map portion of this activity could be created using *ArcView* GIS computer software.<br>• Atlases, maps, and Internet access<br>• BLM G-9: Selecting Information: Checklist<br>• BLM G-31: Map of Canada<br>• BLM G-33: Map of the World<br>• SFAL 6.60, 6.61: Exit Slip<br>• SFAL 6.80: Gallery Walk<br>• TN 8: Geographic Information Systems (GIS)<br>• Suggested types of food production to locate in Canada include cereals (barley and wheat), dairy, livestock (beef, hogs, poultry), oilseeds, field crops, fruits, vegetables, and fish farming.<br>• On a global scale, students may wish to use the following general categories of food production: mixed farming, grain farming, dairying, ranching, intensive farming (fruits, vegetables, feedlots), plantation farming (primarily export crops such as coffee, tea, sugar, tobacco, cotton), rice farming, subsistence farming (small farms with crops and livestock to support the family), and nomadic herding. |

Teacher Reflections

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Acquiring Strategies |

KL-020 Identify the major food production areas on a map of the world and a map of Canada. *Examples: grains, oilseeds, fruit, vegetables, beverages, animal, fish, fowl...*

KL-021 Identify physical conditions required to produce major food crops. *Examples: topography, soil, climate, water...*

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-203 Construct maps using a variety of information sources and technologies. *Examples: observation, traditional knowledge, compass, Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*

### Strategy 2: Major Production Areas for Foods around the World

- In small groups, students select a specific food product of interest. (For examples, see Teacher Tips and Resources in the previous learning experience.)
- Using print and electronic sources, students collect information about their chosen food product, and identify where the particular food is produced and the physical conditions required for growth and production.
- Students organize information into appropriate categories. *Examples: landforms, climatic conditions, soils, availability of water…*
- Students develop a map to show the location of their chosen food product.
- Students present findings to the class using presentation software or poster format.
- Individually, students complete a graphic organizer with key details from the presentations. Organizer headings could include: Food Product, Country/Region of Production, and Physical Conditions Required (landforms, soils, climatic conditions, water availability).

---

KL-023 Describe the impact of various agricultural practices on the physical environment. *Examples: soil erosion, water quality, soil fertility...*

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

### Strategy 3: The Impact of Agricultural Practices in Canada

- In small groups, students brainstorm to identify local, provincial, or national case studies of controversial agricultural practices that are currently or have recently been in the news.
- Students report examples to the class and a master list is developed on the board or flip chart.
- Working in small groups, students select an example of their choice and, using a variety of print, electronic, and primary sources, research the issue, making note of the particular practice in question, specific impacts on the physical environment, and controversial evidence surrounding the case study.
- Groups report findings to the class.
- Class members record in course notebooks the information presented.

---

KL-023 Describe the impact of various agricultural practices on the physical environment. *Examples: soil erosion, water quality, soil fertility...*

S-302 Draw conclusions and make decisions based on research and various types of evidence.

S-402 Express informed and reasoned opinions.

### Strategy 4: Examining Multiple Perspectives on Agricultural Practices

- Students individually read and analyze a number of newspaper, magazine, or Internet articles to determine the pros and cons of a variety of agricultural practices.
- In pairs, students review information and discuss their analysis.
- Students share responses with the class, and discuss the pros and cons of various agricultural practices.
- Following the discussion, students individually complete the Pro and Con Discussion Chart to record the pros and cons of various agricultural practices.
- Students then complete the Making up Your Mind organizer to select their preferred action and resulting consequences.
- Students share preferred actions and consequences with the class.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Acquiring Strategies** | |
| • Assess the map and presentation for the student's knowledge of the locations of major food production areas.<br>• Assess the presentation and organizer for the student's knowledge and understanding of the physical conditions required to produce major food crops.<br>• Assess the student's skill in selecting information from a variety of sources. (See BLM G-9.)<br>• Assess the student's skill in constructing maps using a variety of information sources and technologies. | • GIS computer software could be used to produce the map and parts of the presentation.<br>• Access to library resources and the Internet<br>• Access to computers and presentation software and equipment<br>• Poster paper, art materials, and magazines and newspapers for clipping<br>• BLM G-9: Selecting Information: Checklist<br>• TN 8: Geographic Information Systems (GIS)<br>• TN 16: Creating an Electronic Presentations<br>• TN 18: Creating a Poster |
| • Assess the presentation and notes for the student's knowledge of the impact of agricultural practices on the environment.<br>• Assess the student's skill in selecting information from a variety of sources. (See BLM G-9.)<br>• Assess the presentation for the student's skill in presenting information and ideas in a format appropriate for audience and purpose. | • Students may need some examples of agricultural practices that affect the physical environment. *Examples: high-density livestock such as large-scale hog farms; drainage of wetlands; use of pesticides and herbicides; burning of straw; animal waste disposal issues…*<br>• BLM G-9: Selecting Information: Checklist<br>• BLM G-13: Controversial Issues Checklist<br>• TN 24: The Inquiry Process (Conducting Research)<br>• TN 34: Dealing with Controversial Issues |
| • Assess the presentation and organizer for the student's understanding of the impact of agricultural practices on the physical environment.<br>• Assess the organizer for the student's skill in drawing conclusions and making decisions based on evidence.<br>• Observe and monitor sharing in pairs and class discussions for the student's skill in expressing informed and reasoned opinions. | • Appropriate articles can be prepared in advance, or the search for articles can be part of the student activity.<br>• BLM G-22: Pro and Con Discussion Chart<br>• BLM G-23: Making up Your Mind<br>• SFAL 6.13: Listen-Think-Pair-Share |

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Applying Strategies |

KL-020 Identify the major food production areas on a map of the world and a map of Canada. *Examples: grains, oilseeds, fruit, vegetables, beverages, animal, fish, fowl...*

KL-021 Identify physical conditions required to produce major food crops. *Examples: topography, soil, climate, water...*

S-304 Analyze physical material and evidence during research.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

### Strategy 1: From the World to Your Kitchen

- Individually, students make a list of at least 10 food items found in their kitchen and note the country in which each was produced.
- Students report to the class, and their collective information is classified by country of origin.
- Students identify (on self-stick notes) the number and kinds of items listed for each country.
- The self-stick notes are then attached in appropriate places to a large wall map of the world for review.
- Students develop a summary in their course notebooks of the main physical conditions necessary for the production of items listed.

---

KL-021 Identify physical conditions required to produce major food crops. *Examples: topography, soil, climate, water...*

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

### Strategy 2: Physical Conditions and Food Production

- Working individually, students conduct research from a variety of sources and record a synthesis of findings, using a Concept Relationship Frame to explain the effect of a specific aspect of the physical environment on food production.
- Students select one of the following physical aspects: topography, soil, climate, water.
- Students share explanations with the class, making any corrections or adding any new information.
- Class members make notes in course notebooks on the various effects of the physical environment on food production.

---

KL-023 Describe the impact of various agricultural practices on the physical environment. *Examples: soil erosion, water quality, soil fertility...*

S-103 Promote actions that reflect principles of sustainability.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

### Strategy 3: Promoting Better Agricultural Practices

- Students work in small groups to examine agriculture-related brochures (or videos, television/radio commercials) to determine their content and characteristics.
- Students use samples to determine the content and format elements they will include in the development of their brochures or electronic presentations.
- Students design brochures, develop a TV commercial, or create an electronic presentation to promote more environmentally friendly agricultural practices.
- Students share information with the class by posting brochures or by showing video and electronic presentations.
- Students list in their course notebooks environmentally friendly agricultural practices.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Applying Strategies** | |
| • Assess the placement of the self-stick notes for the student's knowledge of locations of areas of major food production.<br>• Assess the information on self-stick notes and in summaries for the student's understanding of physical conditions required to produce food crops.<br>• Assess the student's skill in identifying and analyzing foods from her or his kitchen.<br>• Assess self-stick notes and the summary for the student's skill in presenting information and ideas in appropriate formats. | • Students could also include food items sold in the school canteen or cafeteria.<br>• As an alternative to food items at home, students could use flyers from grocery stores to identify source regions for foods advertised.<br>• Self-stick notes, large wall map of the world |
| • Assess the Concept Relationship Frame and notes for the student's knowledge of physical conditions required for food production.<br>• Assess the student's skill in organizing and recording information in the Concept Relationship Frame. | • Access to library resources and the Internet<br>• SFAL 6.104: Concept Relationship Frame |
| • Assess the presentation and notes for the student's knowledge of the impact of agricultural practices on the environment.<br>• Assess the presentation and notes for the student's skill in promoting actions that reflect stewardship and sustainability.<br>• Assess the presentation for the student's skill in presenting information and ideas in a format appropriate for audience and purpose. | • Brochures or video/television footage relating to environmentally friendly agricultural practices (sources include local Agricultural Field Office, farm organizations, environmental groups, provincial and federal government agricultural and environmental agencies)<br>• Access to computers, Internet, video equipment<br>• BLM G-7: Checklist for Creating Visuals<br>• BLM G-8: Assessment Guide for Visuals<br>• TN 15: Creating a Brochure<br>• TN 16: Creating an Electronic Presentation<br>• TN 20: Creating a TV Commercial |

## Learning Experience 3.2: Food Production

| | |
|---|---|
| KE-044 | Identify the stages involved in food production and distribution. *Include: growing, processing, transportation, and marketing.* |
| KH-034 | Give examples of ways in which food production has changed over time. *Examples: soil conservation strategies, technological change...* |
| KI-005 | Identify human factors affecting the production and use of various types of food. *Examples: cultural, economic, political, environmental, marketing...* |
| S-100 | Collaborate with others to achieve group goals and responsibilities. |
| S-200 | Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary. |
| S-201 | Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...* |
| S-300 | Formulate geographic questions to plan inquiry and research. |
| S-301 | Consider the context of events, accounts, ideas, and interpretations. |
| S-304 | Analyze physical material and evidence during research. |
| S-307 | Propose and defend innovative options or solutions to address issues and problems. |
| S-309 | Observe patterns and make generalizations based on geographic inquiry. |
| S-400 | Listen to others to understand their perspectives. |
| S-403 | Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...* |

## Description of Learning Experience

In this learning experience, students identify a number of human factors that affect the production and use of various types of food. Students investigate the major stages in food production and distribution, and explore ways in which food production has changed over time.

## Vocabulary Focus

The following vocabulary is important for Learning Experience 3.2: Food Production.

| | | |
|---|---|---|
| commercial | environmentally friendly | processing |
| conservation | fashionable | target group |
| cultural factors | fertilizers | technological change |
| distribution | marketing | technology |
| economics | political factors | transportation |

## Vocabulary Study Strategies

Please see **Appendix A: Content-Area Vocabulary Study Strategies** for suggested strategies to incorporate vocabulary studies into the learning experiences. Further vocabulary strategies are found in Vocabulary Strategies 6.31–6.36 and Information Processing Strategies 6.49–6.53 in *Success for All Learners: A Handbook on Differentiating Instruction* [referred to in this document as SFAL] (Manitoba Education and Training, 1996). In addition, a number of learning experiences within the clusters include vocabulary strategies for learning. Teachers are encouraged to make use of these strategies and to avoid the less meaningful practice of having students copy out dictionary definitions.

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Activating Strategies |

KI-005 Identify human factors affecting the production and use of various types of food. *Examples: cultural, economic, political, environmental, marketing...*

S-100 Collaborate with others to achieve group goals and responsibilities.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

### Strategy 1: Picky Eaters: Factors affecting Food Production

- Using the Listen-Think-Pair-Share strategy, students work individually to identify human factors (positive and negative) that affect food production, and list them in an organizer.
- After a few minutes, students join in pairs to share findings, add new information to their lists, and make clarifications or corrections as required.
- Students share findings with the class and create a master list on the board or flip chart.
- Using a Sort and Predict Frame, student pairs then classify factors affecting food production into different categories. *Examples: cultural, economic, political and marketing…*

---

KI-005 Identify human factors affecting the production and use of various types of food. *Examples: cultural, economic, political, environmental, marketing...*

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-302 Draw conclusions and make decisions based on research and various types of evidence.

### Strategy 2: Buy This! Buy That!

- Students look for and clip food advertisements from newspapers and magazines, and keep a log of TV or radio advertisements for various food products.
- Students display advertisements and/or TV or radio logs on a bulletin board and report on findings.
- Keeping in mind that markets have a major influence on the kinds of foods produced, students analyze the advertisements and discuss who is promoting the food item, the target audience *(Examples: gender, age, income group, lifestyle…)*, and the techniques used to promote the product (*Examples: youth marketing, health foods, Government agency such as Canada Food Guide, fitness foods, cultural dishes, government department or interest group promoting certain types of food consumption to support Canadian producers…).*
- Students write an Exit Slip to reflect on what they have learned about human factors that influence food production.

---

KI-005 Identify human factors affecting the production and use of various types of food. *Examples: cultural, economic, political, environmental, marketing...*

S-304 Analyze physical material and evidence during research.

S-309 Observe patterns and make generalizations based on geographic inquiry.

### Strategy 3: Visit to a Grocery Store/Supermarket

- Students visit a local grocery store or supermarket to observe various food types within the context of human factors that influence food production.
- Students identify the produce, fresh meats, processed foods, bakery, and confectionary sections in the store, note their respective locations in the store, their placement (high, eye-level, low), and the amount of space designated for each.
- Students view packaging and advertising for the foods, and consider why it is stocked in this store. *Examples: snack appeal, cultural, well advertised, fashionable, economical, health factors, basic food needs…*
- Students record results on notepads, and discuss their findings when they return to class.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Activating Strategies** | |
| • Assess the Listen-Think-Pair-Share organizer and Sort and Predict Frame for the student's knowledge of factors affecting food production.<br>• Monitor collaborative pairs for student's skill in carrying out group goals and responsibilities. (See BLMs G-1, G-2.)<br>• Assess the Listen-Think-Pair-Share organizer and Sort and Predict Frame for the student's skill in organizing and recording information. | • Students may need a few examples of factors affecting food production to prepare them for the "Think" phase of this learning experience.<br>• BLM G-1: Group Performance: Assessment Scale<br>• BLM G-2: Group Performance: Self-Assessment Scale<br>• SFAL 6.13: Listen-Think-Pair-Share<br>• SFAL 6.100: Sort and Predict Frame |
| • Monitor the report and assess analysis and the Exit Slip for the student's understanding of human factors that influence food production.<br>• Assess the student's skill in selecting information from a variety of sources. (See BLM G-9.)<br>• Monitor the report and assess analysis and the Exit Slip for the student's skill in drawing conclusions and making decisions based on research and various types of evidence. | • Access to a variety of magazines and newspapers<br>• Access to TV/radio news broadcasts<br>• BLM G-9: Selecting Information: Checklist<br>• SFAL 6.60, 6.61: Exit Slips |
| • Monitor discussions and assess notes for the student's knowledge of factors that influence food production.<br>• Observe analysis and categorization of food items in the grocery store for the student's skill in analyzing physical material and evidence.<br>• Observe analysis and categorization of food items in the grocery store for the student's skill in observing patterns and making generalizations. | • Make appropriate arrangements for the field study well in advance.<br>• You and the students may need to design a note-taking template prior to field study.<br>• SFAL 9.3: Learning Experiences Outside the Classroom<br>• SFAL 9.4: Excursions<br>• SFAL 9.5: Teacher's Planning Sheet for Learning Experiences Outside the Classroom<br>• TN 30: Field Studies in Geography<br>• An alternative or additional activity could involve the analysis of grocery flyers and advertising practices. |

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Activating Strategies |

KE-044 Identify the stages involved in food production and distribution. *Include: growing, processing, transportation, and marketing.*

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

### Strategy 4: Visualizing the Stages in Food Production

- Students collect a variety of pictures that portray various stages of food production. *Examples: growing, processing, transportation, marketing…*
- Students identify the specific stage illustrated in each picture and sort pictures into various stages.
- Students post pictures on a bulletin board by stage of production, in appropriate sequence, and discuss the processes involved from growing or production through marketing.
- Students list in their course notebooks the steps involved in food production.

KH-034 Give examples of ways in which food production has changed over time. *Examples: soil conservation strategies, technological change...*

S-301 Consider the context of events, accounts, ideas, and interpretations.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

### Strategy 5: Changes in Food Production

- In pairs, students brainstorm examples of how food production has changed over time.
- Using a variation of the Listen-Draw-Pair-Share strategy, students draw a picture of a specific aspect of food production as it may have looked in their grandparents' time. *Examples: old farm machinery, outmoded methods of cultivation, old means of transportation, lack of soil and water conservation strategies, old methods of processing and packaging…*
- Students then draw another picture to illustrate the current realities of the same aspect of food production.
- Students post drawings for a Gallery Walk and discuss how food production has changed over time.
- Students record examples in their course notebooks.

| *Students will...* | Acquiring Strategies |
|---|---|

KE-044 Identify the stages involved in food production and distribution. *Include: growing, processing, transportation, and marketing.*

KH-034 Give examples of ways in which food production has changed over time. *Examples: soil conservation strategies, technological change...*

KI-005 Identify human factors affecting the production and use of various types of food. *Examples: cultural, economic, political, environmental, marketing...*

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

### Strategy 1: Agriculture in Manitoba

- Following a short discussion to review students' learning during Activating Strategies, students view a video on agriculture in Manitoba. (See Teacher Tips and Resources.)
- Paying particular attention to the three themes identified in the knowledge outcomes (human factors, stages of production and distribution, and food production changes over time), students record information from the video in an organizer. (See BLM G-27.)
- After viewing, students work with a partner to add new details from the video or to clarify information.
- Students complete their own Getting Information from a Video information sheet.
- Students share information sheets with the class and discuss how they reflect the three themes listed in the outcomes for this learning experience.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Activating Strategies** | |
| • Monitor discussion and assess selection and classification of pictures and notes for the student's knowledge of the stages of food production and distribution.<br>• Observe and assess selection and classification of pictures for the student's skill in organizing and recording information in an appropriate format. | • Encourage students to find pictures that represent the stages of production of a variety of food products. *Examples: cereals and oilseeds, vegetables and fruits, meat from various animals, fish…*<br>• Access to a variety of magazines and newspapers for clipping |
| • Monitor pair brainstorming and assess the Listen-Draw-Pair-Share organizer and notes for the student's knowledge of how production has changed over time.<br>• Observe drawings for the student's skill in considering the context and interpretations of early food production methods.<br>• Assess the Listen-Draw-Pair-Share organizer and drawings for the student's skill in presenting information and ideas in an appropriate visual format. | • Students may require prompts, such as pictures of farms of the past, or suggested topics to consider. *Examples: changes in farm machinery, food preservation, transportation, marketing...*<br>• If students completed the Activating Strategy "Visualizing the Stages of Food Production," they may use pictures collected as ideas for their drawings.<br>• SFAL 6.80: Gallery Walk<br>• SFAL 6.97: Listen-Draw-Pair-Share |
| **Acquiring Strategies** | |
| • Assess the Getting Information from a Video organizer for the student's understanding of human factors affecting food production, the stages of production, and changes over time as they relate to Manitoba.<br>• Review the Getting Information from a Video organizer for the student's skill in selecting information from a video and from peers. | • BLM G-27: Acquiring Information from an Audio-visual<br>• Student partners may wish to share the workload of gathering information from the video by deciding what information each will investigate and gather. *Example: one student may record information relating to human factors affecting production while another records information relating to stages of production and changes over time…*<br>• Video suggestions: *Agriculture and Food Industries in Manitoba* (2003); and *Manitoba: Supermarket to the World* (1997), available from Manitoba Education, Citizenship and Youth Instructional Resources Unit<br>• Alternatively, students may use the B-D-A Viewing Worksheet (BLM G-28) for recording information from video. |

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Acquiring Strategies |

KE-044 Identify the stages involved in food production and distribution. *Include: growing, processing, transportation, and marketing.*

KI-005 Identify human factors affecting the production and use of various types of food. *Examples: cultural, economic, political, environmental, marketing...*

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-300 Formulate geographic questions to plan inquiry and research.

### Strategy 2: Food Production: From Start to Finish

- Working with a partner, students select and research a food product, such as their favourite lunch food, a common item in their home kitchen, or a locally produced item.
- Students develop geographic questions about selected food to investigate.
- Using print and electronic sources, and primary sources where appropriate, students research their geographic questions related to the stages of production of their selected food product, from its origins, through processing, transportation and marketing, to its consumption in their home or school cafeteria.
- Students also make note of how human factors affect the production of their selected food product. *Examples: cultural, economic, political, marketing…*
- Students organize information in an electronic presentation or poster format and present findings to the class.
- Class members take notes in their course notebooks on food items listed and the stages of production of each.

KH-034 Give examples of ways in which food production has changed over time. *Examples: soil conservation strategies, technological change...*

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

### Strategy 3: Farming—Then and Now

- Working in small groups, students use a variety of print, electronic, and primary sources to research how farming has changed over time. *(Example: from World War II to the present…)* Sources might include history texts, community history books, census data, old photographs, news articles, personal interviews, and museums, as well as films and video resources.
- Students gather appropriate information, identifying primary and secondary sources, and reference sources appropriately.
- Students record information in an organizer (Venn diagram or Compare and Contrast Frame).
- Students write conclusions about farming then and now in their course notebooks, justifying their comments with their research findings.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Acquiring Strategies** | |
| • Assess the presentation and notes for the student's understanding and knowledge of stages of food production and the possible influences of human factors in the various stages of production.<br>• Assess the student's skill in selecting information from a variety of sources. (See BLM G-9.)<br>• Assess the student's skill in formulating geographic questions. | • Encourage students to make use of local resources such as farmers, U-pick fruit producers, market gardeners, hunters and fishers; processing operations such as flour mills, meat packers, fish processing/smoking, bakeries, transportation firms; and marketers such as stores and restaurants.<br>• Regional and provincial agricultural agencies may have a variety of pamphlets and brochures that could provide useful information.<br>• To prepare for collecting primary information, students may wish to review TN 14: Conducting an Interview.<br>• Access to computers, the Internet, and presentation software such as *PowerPoint*<br>• Art materials as required<br>• BLM G-9: Selecting Information: Checklist<br>• TN 11: Asking Geographic Questions<br>• TN 12: Asking Questions<br>• TN 16: Creating an Electronic Presentation<br>• TN 18: Creating a Poster<br>• TN 24: The Inquiry Process (Conducting Research) |
| • Assess the organizer and written conclusion for the student's knowledge of ways in which food production has changed over time.<br>• Assess the student's skill in selecting information from a variety of sources. (See BLM G-9.)<br>• Review the organizer and format of citations for the student's skill in organizing and recording information and referencing sources appropriately. | • Access to library resources, computers, and the Internet<br>• BLM G-9: Selecting Information: Checklist<br>• SFAL 6.103: Compare and Contrast Frame<br>• TN 24: The Inquiry Process (Conducting Research)<br>• Student research could include a comparison of the percentage of the labour force that is presently employed in the agricultural sector as opposed to the past.<br>• The Statistics Canada website (www.statcan.ca) and its annual publication (*Canada at a Glance*) may be useful sources of information.<br>• *The Challenge of Change: The Canadian Agriculture and Food Industry* (Agriculture in the Classroom)<br>• *The Drylanders:* This video recording is available from the Instructional Resources Unit of Manitoba Education, Citizenship and Youth.<br>• Students may need instruction regarding proper identification and citing of primary and secondary sources. Some schools adopt a particular system, such as APA or MLA, for school-wide use. |

Targeted Learning Outcomes

Suggested Teaching/Learning Strategies

*Students will...*

KE-044 Identify the stages involved in food production and distribution. *Include: growing, processing, transportation, and marketing.*

KI-005 Identify human factors affecting the production and use of various types of food. *Examples: cultural, economic, political, environmental, marketing...*

S-300 Formulate geographic questions to plan inquiry and research.

S-309 Observe patterns and make generalizations based on geographic inquiry.

## Acquiring Strategies

### Strategy 4: Case Study of a Local Food Industry

- Working in small groups, students research a local or regional food production industry. *Examples: flour mill, bakery, slaughterhouse, market gardening, dairy/cheese plant, canning operation, wild rice production, fish plant...*
- Students develop geographic questions about the selected food production industry.
- To answer geographic questions posed, students gather information from primary sources such as a visit to the site, interviews, guest speaker, and print and electronic sources.
- Students record information relating to the various stages of production, and the human factors that influence production of this particular food product.
- Students organize information in an electronic or poster format and present findings to the class.
- Students culminate the activity with a Learning Log entry identifying what they have learned about aspects of local food production industries.

*Students will...*

KH-034 Give examples of ways in which food production has changed over time. *Examples: soil conservation strategies, technological change...*

KI-005 Identify human factors affecting the production and use of various types of food. *Examples: cultural, economic, political, environmental, marketing...*

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

## Applying Strategies

### Strategy 1: Attracting a Food Industry to Your Region or Province

- Students work in pairs to create a brochure, radio/TV advertisement, or write a letter to the editor to promote their region or the province of Manitoba as a good place to locate a food production industry.
- The promotion should include references to as many human factors as possible, as well as to modern but environmentally friendly production practices. *Examples: cultural, economic, political, transportation, labour, marketing…*
- Students present a brochure, radio/TV advertisement, or letter to the class.
- Class members record locational factors identified in their course notebooks.

KE-044 Identify the stages involved in food production and distribution. *Include: growing, processing, transportation, and marketing.*

KI-005 Identify human factors affecting the production and use of various types of food. *Examples: cultural, economic, political, environmental, marketing...*

S-307 Propose and defend innovative options or solutions to address issues and problems.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

### Strategy 2: Developing Proposals for New Food Products

- Working with a partner, students "invent" a new food product, such as a snack or health food item, and use persuasive writing to develop a proposal to produce and market the new product.
- Using an organizer, students list the kinds and sources of ingredients, stages in production, transportation needs, target group, and marketing strategies for the new product. (See BLM 3-1.)
- Students present proposals for the new food product to the "Board of Directors" (classmates).
- Class members list in their course notebooks food products proposed.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Acquiring Strategies** | |
| • Assess the presentation and the Learning Log for the student's understanding and knowledge of stages of food production and the possible influences of human factors on the production of various types of food.<br>• Assess the student's skill in formulating geographic questions.<br>• Monitor information gathering and assess the presentation for the student's skill in observing patterns and making generalizations based on geographic inquiry. | • Some students may have parents employed in a local food production industry and could be used as a contact to acquire primary information.<br>• Access to publicity and information sheets on local food products<br>• SFAL 6.56, 6.57: Learning Log<br>• SFAL 9.3, 9.4: Learning Experiences Outside the Classroom<br>• SFAL 9.6: Teacher's Planning Sheet for Learning Experiences Outside the Classroom<br>• TN 11: Asking Geographic Questions<br>• TN 14: Conducting an Interview<br>• TN 16 Creating an Electronic Presentation<br>• TN 18: Creating a Poster<br>• TN 24: The Inquiry Process (Conducting Research)<br>• TN 30: Field Studies in Geography |
| **Applying Strategies** | |
| • Assess the brochure, radio/TV advertisement, or letter and notes for the student's knowledge of factors affecting food production and changes over time.<br>• Assess the student's skill in presenting information and ideas in formats appropriate for audience and purpose. (See BLM G-8.) | • Samples of brochures, magazine articles, radio/TV ads<br>• BLM G-7: Checklist for Creating Visuals<br>• BLM G-8: Assessment Guide for Visuals<br>• TN 15: Creating a Brochure<br>• TN 20: Creating a TV Commercial<br>• TN 25: Persuasive Writing |
| • Assess proposals and notes for the student's understanding of human factors affecting food production and the stages of food production.<br>• Monitor proposals for the student's skill in proposing and defending innovative ideas and solutions.<br>• Assess persuasive writing for the student's skill in presenting information and ideas in formats appropriate for audience and purpose. | • Students may wish to draw on information from Acquiring Strategies in this learning experience.<br>• Students may wish to review brochures promoting new food products to gather ideas.<br>• BLM 3-1: Proposal for a New Food Product<br>• TN 25: Persuasive Writing<br>• The story of the development and marketing of a product such as Clodhoppers® may provide further ideas for students. <www.clodhoppers.tv> |

Targeted Learning Outcomes

*Students will...*

KE-044 Identify the stages involved in food production and distribution. *Include: growing, processing, transportation, and marketing.*

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

Suggested Teaching/Learning Strategies

Applying Strategies

## Strategy 3: Flow Chart of Food Production

- Students select a food product of interest and show, in a flow chart diagram, the different stages of production, from "raw material" to the consumable product in their kitchen or school cafeteria.
- Students use brief notes and pictures/drawings to illustrate each stage.
- Completed flow charts are posted and shared with the class as a Gallery Walk.

KH-034 Give examples of ways in which food production has changed over time. *Examples: soil conservation strategies, technological change...*

KI-005 Identify human factors affecting the production and use of various types of food. *Examples: cultural, economic, political, marketing...*

S-301 Consider the context of events, accounts, ideas, and interpretations.

S-400 Listen to others to understand their perspectives.

## Strategy 4: Food Production: What's Changed?

- Students invite a grandparent, Elder, or other senior citizen with a farming, hunting, or fishing background to speak to the class about how food production has changed in the last few decades, and what aspects have remained similar.
- In advance of the visit, students develop questions related to human factors that influence food production, the stages of food production, and how these have changed over the years.
- Students note information about the changes in an organizer such as a Venn diagram, Compare and Contrast Frame, or Concept Relationship Frame
- Following the presentation, students share with a partner and add new information or make necessary corrections.

Teacher Reflections

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Applying Strategies** | |
| • Assess the flow chart for the student's knowledge of the stages of food production.<br>• Assess the flow chart for the student's skill in presenting information and ideas in a format appropriate for audience and purpose. | • In this learning experience, students may wish to select a food item they identified in the Acquiring Strategy 2: Food Production: From Start to Finish or Acquiring Strategy 4: Case Study of a Local Food Industry.<br>• Access to library and Internet resources<br>• Appropriate art materials and poster paper<br>• The website <www.agintheclassroom.org> may be helpful.<br>• SFAL 6.80: Gallery Walk<br>• TN 17: Creating a Flow Chart |
| • Assess the organizer for the student's knowledge of how food production, including human factors, has changed over time and what things have stayed the same.<br>• Monitor the student's response to the speaker and assess the organizer for the student's skill in considering the context of past events and accounts.<br>• Observe and monitor the student's response to the speaker to assess the student's skill in listening to others to understand their perspectives. (See BLM G-5.) | • A second guest familiar with current farming and/or food production methods could also be invited to the class.<br>• Alternatively, students could view a video, such as *The Drylanders*, to learn about farming methods during the 1930s (available from the Instructional Resources Unit of Manitoba Education, Citizenship and Youth).<br>• BLM G-5: Listening Skills: Observation Checklist<br>• SFAL 6.103: Compare and Contrast Frame<br>• SFAL 6.104: Concept Relationship Frame<br>• TN 11: Asking Geographic Questions<br>• TN 12: Asking Questions |

Teacher Reflections

## Learning Experience 3.3: Safeguarding Our Food Supply

| | |
|---|---|
| KL-022 | Explain ways in which natural and human-caused phenomena affect food production. |
| KG-037 | Give examples of the potential impact of climate change on food production. |
| VL-005 | Respect the Earth as a complex environment in which humans have important responsibilities. |
| VL-006 | Be willing to consider the environmental consequences of their food choices. |
| S-103 | Promote actions that reflect principles of sustainability. |
| S-107 | Make decisions that reflect social responsibility. |
| S-200 | Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary. |
| S-201 | Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...* |
| S-202 | Select and use appropriate tools and technologies to accomplish tasks. *Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...* |
| S-300 | Formulate geographic questions to plan inquiry and research. |
| S-303 | Reconsider personal assumptions based on new information and ideas. |
| S-304 | Analyze physical material and evidence during research. |
| S-307 | Propose and defend innovative options or solutions to address issues and problems. |
| S-400 | Listen to others to understand their perspectives. |
| S-403 | Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...* |
| S-404 | Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions. |

## Description of Learning Experience

In this learning experience, students examine the ways in which natural phenomena and human actions affect our food supply. Students explore examples of the potential impact of climate change on our food supply, and consider the fact that our own food choices have environmental consequences.

## Vocabulary Focus

The following vocabulary is important for Learning Experience 3.3: Safeguarding Our Food Supply.

| | | |
|---|---|---|
| cash crops | greenhouse gases | pollution |
| climate change | human-caused phenomena | shelter belts |
| drought | irrigation | surplus |
| environmental consequences | malnutrition | vegetarian |
| fair trade | natural disaster | yield |
| famine | natural phenomena | zero tillage |
| farmers' market | nutrition | |
| global warming | obesity | |

## Vocabulary Study Strategies

Please see **Appendix A: Content-Area Vocabulary Study Strategies** for suggested strategies to incorporate vocabulary studies into the learning experiences. Further vocabulary strategies are found in Vocabulary Strategies 6.31–6.36 and Information Processing Strategies 6.49–6.53 in *Success for All Learners: A Handbook on Differentiating Instruction* [referred to in this document as SFAL] (Manitoba Education and Training, 1996). In addition, a number of learning experiences within the clusters include vocabulary strategies for learning. Teachers are encouraged to make use of these strategies and to avoid the less meaningful practice of having students copy out dictionary definitions.

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Activating Strategies |

KG-037 Give examples of the potential impact of climate change on food production.

KL-022 Explain ways in which natural and human-caused phenomena affect food production.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

### Strategy 1: Effects of Natural and Human-Caused Phenomena on Food Production

- Using the Listen-Think-Pair-Share strategy, students initially work alone to brainstorm natural and human-caused phenomena that might affect food production, and list them in an organizer. *Examples: flood, tornado, war…*
- Students then work with a partner and add new ideas or clarify information in their organizers.
- Pairs share information with the class to create a master list, on the board or on a flip chart, of natural and human-caused phenomena affecting food production.
- Students classify the list of phenomena into human-caused and natural factors.
- Students discuss the possible cause-and-effect relationship between past, present, and future human activities, and natural phenomena that might affect food production. *Examples: clearing forests can lead to flooding, or burning fossil fuels may result in climate change…*
- Students write an Exit Slip to reflect on what they have learned about the effects of natural and human-caused phenomena on food production.

KG-037 Give examples of the potential impact of climate change on food production.

KL-022 Explain ways in which natural and human-caused phenomena affect food production.

S-304 Analyze physical material and evidence during research.

### Strategy 2: Headline: Problems of Food Production

- Working in small groups, students examine newspapers, magazines, and Internet news sites for headlines and articles relating to natural and human-caused phenomena (local, regional, or global) that affect food production.
- Students clip/print the articles and reference sources appropriately.
- Students sort headlines into natural and human-caused phenomena.
- Students post the headlines, by category, and share them with the class as a Word Splash or Gallery Walk.
- After reviewing the posted headlines, students predict the nature of natural and human-caused factors affecting food production.

KL-022 Explain ways in which natural and human-caused phenomena affect food production.

S-303 Reconsider personal assumptions based on new information and ideas.

S-400 Listen to others to understand their perspectives.

### Strategy 3: New Perspectives from Relief Workers

- Students use the LAPS strategy to record information from a presentation by a relief worker.
- Students prepare a list of questions about natural and human-caused phenomena affecting food production.
- Students listen to a speaker talk about the effects of natural and human-caused phenomena on the food supply in affected areas.
- Students picture what they hear, and write a reflection to summarize what they heard and its effect, if any, on their personal perspective.
- The LAPS sheets are shared with the rest of the class.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Activating Strategies** | |
| • Assess the organizer and Exit Slip for the student's prior knowledge and understanding of natural and human-caused phenomena and the impact of climate change on food production.<br>• Assess the organizer and Exit Slip for the student's skill in presenting information and ideas in a format appropriate for audience and purpose. | • Students may require some examples to generate their own ideas on both human-caused and natural phenomena that affect food production.<br>• SFAL 6.13: Listen-Think-Pair-Share<br>• SFAL 6.60 - 61: Exit Slips |
| • Assess the collection and classification of headlines and predictions made for the student's prior knowledge of natural and human-caused phenomena affecting food production.<br>• Assess the classification of headlines for the student's skill in analyzing evidence during research. | • Students may need to be given several examples of human and natural factors to prompt further discussion.<br>• Access to a variety of newspapers, magazines, and the Internet<br>• Teachers may wish to note that there is a related outcome in LE 3.4 (KG-038: Identify issues related to scarcity and distribution of food).<br>• Students may need instruction regarding proper identification and citing of primary and secondary sources. Some schools adopt a particular system such as APA or MLA for school-wide use.<br>• SFAL 6.28: Word Splash<br>• SFAL 6.80: Gallery Walk |
| • Assess LAPS sheet/reflections for the student's understanding of the impact of natural and human-caused phenomena on food production.<br>• Monitor the student's questions, sharing, and reflections for evidence of his or her skill in reconsidering personal assumptions based on new information and ideas.<br>• Monitor the student's responses to the speaker and assess the LAPS sheet for her or his skill in listening to others to understand their perspectives. (See BLM G-5.) | • Speakers may be available from various relief agencies or local organizations that work with groups on food and nutrition issues. *Examples: Canadian Food Grains Bank, UNICEF, The Red Cross/Crescent Society, Mennonite Central Committee, Care Canada, Winnipeg Harvest, Helping Hands...*<br>• BLM G-5: Listening Skills: Observation Checklist<br>• SFAL 6.108: Do Your LAPS<br>• TN 11: Asking Geographic Questions<br>• TN 12: Asking Questions |

Targeted Learning Outcomes

Suggested Teaching/Learning Strategies

*Students will...*

KG-037 Give examples of the potential impact of climate change on food production.

VL-006 Be willing to consider the environmental consequences of their food choices.

S-404 Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.

## Activating Strategies

### Strategy 4: Environmental Impact: Climate Change

- Students view a video that deals with climate change, its potential impact on food production, and the environmental consequences of people's food choices.
- Using an organizer, students record information from the video, including positive and negative effects of climate change on food production. (See BLM G-28.)
- Students write a short statement to reflect and summarize their view on the degree to which climate change will affect food production and the potential consequences of their food choices on the environment.
- Students share views, first in small groups and then with the class, and discuss diverse points of view.

*Students will...*

KL-022 Explain ways in which natural and human-caused phenomena affect food production.

S-300 Formulate geographic questions to plan inquiry and research.

S-302 Draw conclusions and make decisions based on research and various types of evidence.

## Acquiring Strategies

### Strategy 1: Human-Caused and Natural Phenomena Affecting Food Production

- Using print and electronic resources, students work in pairs to research how a natural event or a human-caused phenomenon affected food production.
- Students formulate a number of questions to guide their research.
- Students identify the area affected, describe the nature of the event or phenomenon, and explain how food production was affected and the consequences of the event.
- Students record details using an Information Frame or the Cornell Note-Taking Frame.
- Students share findings, first in small groups and then with the whole class.
- Class members list in their class notebooks examples provided.

KL-022 Explain ways in which natural and human-caused phenomena affect food production.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

### Strategy 2: Impact of Phenomena on Local Food Production

- Working in small groups, students select a local crop grown or livestock raised for food production. Alternatively, students may select wildlife hunted or natural resources gathered for food.
- Using local primary sources, as well as print and electronic sources, students research the ways that either natural or human-caused phenomena have or could affect the production or acquisition of this crop or livestock.
- Students organize and display information in poster or electronic format and present it to the class.
- Class members record in course notebooks examples of phenomena affecting food production.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Activating Strategies** | |
| • Assess the B-D-A Viewing Worksheet and monitor discussion for the student's understanding of the impact of climate change on food production.<br>• Monitor discussion and review reflections for evidence of the student's willingness to consider the environmental consequences of food choices.<br>• Monitor group and class discussions for the student's skills in clarifying his or her viewpoint, responding to questions and diverse points of view. | • Check the Instructional Resources Unit of Manitoba Education, Citizenship and Youth for video resources. Additional sources include programs on *The Nature of Things* and *CBC News in Review.*<br>• BLM G-28: B-D-A Viewing Worksheet |
| **Acquiring Strategies** | |
| • Assess Information Frame/Cornell notes for the student's knowledge of how natural and human factors affect food production.<br>• Assess questions developed for the student's skill in formulating geographic questions.<br>• Monitor the group report and assess the frame for the student's skill in drawing conclusions and making decisions based on research. | • The kind of event or phenomenon selected can be either natural or human-caused, current or historical, local or international. *Examples: flood in Bangladesh, war in Iraq, drought in the Canadian Prairies, potato blight in Ireland, overfishing in Atlantic Canada, frost in your home garden…*<br>• Access to newspapers, magazines, and the Internet<br>• BLM G-21: Cornell Note-Taking Frame<br>• TN 11: Asking Geographic Questions<br>• TN 12: Asking Questions<br>• TN 24: The Inquiry Process (Conducting Research)<br>• Alternatively, students might use the Information Frame in SFAL 6.51. |
| • Assess presentation and notes for the student's knowledge and understanding of natural and human-caused phenomena affecting food production.<br>• Observe sources of information used for the student's skill in selecting information from a variety of appropriate sources. (See BLM G-9.)<br>• Assess the presentation and notes for the student's skill in presenting information and ideas in a format appropriate for audience and purpose. | • Examples of local phenomena include short-term severe weather events like wind, hail, frost, heavy rain, drought, flooding, insects, plant and animal diseases, negative market forces, government policies, transportation issues, food safety, and factors affecting seasonal migrations and numbers of wildlife.<br>• Primary information may be obtained from local food producers, regional agricultural and natural resources offices, farm organizations, stores, insurance companies, Band offices, and local hunters and fishers.<br>• Access to newspapers, magazines, and the Internet<br>• Sample posters as models and for analysis<br>• BLM G-9: Selecting Information: Checklist<br>• TN 14: Conducting an Interview<br>• TN 16: Creating an Electronic Presentation<br>• TN 18: Creating a Poster |

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Acquiring Strategies |

KG-037 Give examples of the potential impact of climate change on food production.

VL-006 Be willing to consider the environmental consequences of their food choices.

S-202 Select and use appropriate tools and technologies to accomplish tasks. *Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*

S-303 Reconsider personal assumptions based on new information and ideas.

### Strategy 3: Global Warming and Food Production

- Using print and electronic resources, students work with a partner to research the potential impact of global warming on food production in Canada and other places in the world.
- Students consider the negative and potentially positive impact of global warming. *Examples: drier climate, more frequent severe weather events, longer growing season, opportunities for introduction of new crops, and habitat changes for wildlife such as polar bears in the Canadian Arctic…*
- Students organize information in electronic format and share it with their peers using presentation software such as *PowerPoint*.
- Individually, students write an Exit Slip to record and reflect on what they have learned about global warming and food production and its implications for them personally.

KL-022 Explain ways in which natural and human-caused phenomena affect food production.

VL-105 Respect the Earth as a complex environment in which humans have important responsibilities.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

### Strategy 4: Parking Lots Bad for Crops

- Working individually, students carefully read the article “Parking lots bad for crops.” (See BLM 3-2.)
- Students put the article aside and, using the Reading for Comprehension and Note-Taking Frame, write down as many “fast facts” as they can remember.
- Students re-read the article to review information and to make corrections or additions to their fast facts.
- Students make connections with information in each column and group into themes/concepts.
- Students write a short paragraph on each of the themes/concepts, thus restating in their own words key items from the article.
- Students write an Exit Slip to express their personal view on issues raised in the article.

Teacher Reflections

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Acquiring Strategies** | |
| • Assess the presentation for the student's knowledge of the potential impact of climate change on food production.<br>• Assess the Exit Slip for evidence of the student's willingness to consider the environmental consequences of food choices.<br>• Observe the use of technology for the student's skill in selecting and using appropriate technologies to accomplish tasks.<br>• Assess the Exit Slip for the student's skill in reconsidering personal assumptions based on new information and ideas. | • Encourage students' use of GIS computer software for production of maps that they may include in their presentation.<br>• Regional agricultural and environmental offices may have information sheets on climate change and agricultural production.<br>• Natural Resources Canada has published a series of posters, available at no charge, depicting the impact of global warming on various regions in Canada. (See <http://adaptation.nrcan.gc.ca> and follow the links: Online Posters/View/Order Posters.)<br>• Other relevant websites include: Agriculture Canada <http://www.agr.gc.ca> and follow the links: Environment/Environment Bureau/Air/Climate Change. <http://www.ec.gc.ca/press/ccsprairie_n_e.htm><br>• Access to newspapers, magazines, and the Internet<br>• SFAL 6.60, 6.61: Exit Slips<br>• TN 16: Creating an Electronic Presentation<br>• TN 24: The Inquiry Process (Conducting Research) |
| • Assess responses in the Reading for Comprehension and Note-Taking Frame for the student's knowledge of how human-caused factors affect food production.<br>• Assess the Exit Slip for language that demonstrates the student's respect for Earth's complex environments and related human responsibilities.<br>• Assess the Reading for Comprehension and Note-Taking Frame for the student's skill in organizing and recording information. | • BLM 3-2: Parking lots bad for crops<br>• BLM G-29: Reading for Comprehension and Note-Taking Frame<br>• TN 32: Reading for Comprehension and Note-Taking Strategy<br>• SFAL 6.60, 6.61: Exit Slips<br>• As an extension activity, students could focus on the Statistics Canada report that gave rise to *The Globe and Mail* story. The report can be accessed at <http://www.statcan.ca> and follow the links: Products and Services/Free/Agriculture/Rural and Small Town Canada Analysis Bulletin/The Loss of Dependable Agricultural Land in Canada View/Open pdf file. |

Teacher Reflections

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Applying Strategies |

KL-022 Explain ways in which natural and human-caused phenomena affect food production.

VL-006 Be willing to consider the environmental consequences of their food choices.

S-103 Promote actions that reflect principles of sustainability.

### Strategy 1: Your Food Choices and Consequences

- Working individually, students keep a Daily Food Consumption Log for a few days or a week, including a weekend. (See BLM 3-3.)
- Students identify as many natural and human-caused factors as possible that may have influenced their food choices.
- As part of their log, students also note any potential environmental consequences of their choices, either in the production, distribution, or packaging of food items.
- Students also note if there is any action they may take to reduce the negative environmental impact of their food choices.
- Students write a journal entry to reflect on their food choices, environmental consequences, and what actions they may take.

---

KG-037 Give examples of the potential impact of climate change on food production.

KL-022 Explain ways in which natural and human-caused phenomena affect food production.

VL-006 Be willing to consider the environmental consequences of their food choices.

S-307 Propose and defend innovative options or solutions to address issues and problems.

### Strategy 2: Fighting Nature for More Food Production

- Working with partners, students develop a list of suggestions to reduce or prevent the negative impacts that natural phenomena (including climate change) have on food production, either locally or in a broader geographic context.
- Students consider factors such as cultivation methods, developing hardy varieties, irrigation and water management, shelter belts, methods of rodent and pest control, alternative farming techniques and production, and new approaches to wildlife and habitat management.
- Student pairs present suggestions to the class and defend their choices.
- Class members record suggestions in their course notebooks.

---

VL-006 Be willing to consider the environmental consequences of their food choices.

S-103 Promote actions that reflect principles of sustainability.

S-107 Make decisions that reflect social responsibility.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

### Strategy 3: Responsible Food Production

- Working individually or with a partner, students prepare a brochure to educate the public about environmentally and socially responsible food choices.
- Students focus on specific issues and practices. *Examples: purchasing organically grown fruit and vegetables; reducing red meat consumption or becoming vegetarian; supporting "fair trade" products such as coffee, tea, and chocolates; supporting the local beef industry in the wake of BSE; banning sport fishing and hunting; promoting fair labour practices in the worldwide food industry; reducing food packaging materials; implementing mandatory recycling of containers by manufacturers; strengthening regulations for safe ingredients; labelling…*
- Students include illustrations, examples, and text in their brochures.
- Students share suggestions by circulating or posting brochures in class.
- Class members make notes on the issues covered and practices promoted in each.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Applying Strategies** | |
| • Assess the Daily Food Consumption Log and journal entries for the student's understanding of factors that influence food choices and environmental consequences.<br>• Assess journal entries for evidence of the student's willingness to consider environmental consequences of her or his food choices.<br>• Assess the Daily Food Consumption Log and journal entries for the student's skill in promoting actions that reflect principles of environmental stewardship and sustainability. | • Food choices and environmental consequences may be sensitive and/or controversial issues for students, particularly those with concerns about weight, appearance, or economic status, as well as for those who are indifferent to the environmental consequences of their own choices.<br>• BLM 3-3: Daily Food Consumption Log<br>• Sharing the Daily Food Consumption Log with the class should be optional.<br>• TN 22: Journal Writing in Geography<br>• Students may wish to review previous work completed on stewardship in LE 2.3: Sustainable Development, and relate it to this cluster's context. |
| • Assess suggestions and notes for the student's knowledge about the effects of natural phenomena, including climate change, on food production.<br>• Observe work with partners and monitor presentations for evidence of the student's willingness to consider the environmental consequences of his or her food choices.<br>• Assess suggestions for the student's skill in proposing and defending innovative solutions to problems. | • Students may need to be reminded that many current agricultural practices are, in fact, attempts to minimize the influence of natural phenomena, but that they are asked to think of alternative, more creative ideas to reduce the negative impacts even further.<br>• Internet sites and brochures from agricultural organizations may provide useful information for this learning experience. |
| • Monitor group work and the brochure for evidence of the student's willingness to consider environmental consequences of her or his food choices.<br>• Assess the brochure for the student's skill in promoting actions that reflect principles of environmental stewardship and sustainability and in making decisions that reflect social responsibility.<br>• Assess the brochure for the student's skill in presenting information and ideas in a format appropriate for audience and purpose. | • Topics may be selected by students or may be assigned by the teacher to ensure a greater variety of issues and practices.<br>• TN 15: Creating a Brochure<br>• TN 25: Persuasive Writing<br>• Alternatively, students use the RAFT (Role, Audience, Format, Topic) format to write persuasively about environmentally responsible food choices. (See SFAL 6.77.) |

## *Learning Experience 3.4: Contemporary Issues Related to Food*

| | |
|---|---|
| KG-036 | Describe issues related to freshwater and saltwater food resources. |
| KG-038 | Identify issues related to scarcity and distribution of food. |
| KE-043 | Identify the changing nature of farming on the prairies and describe the social and economic implications for communities. |
| KE-045 | Identify issues related to genetic modification of plants and animals. |
| VP-010 | Be willing to consider the economic and political influence of their food choices. *Examples: food fashions, food aid, food shortages...* |
| S-107 | Make decisions that reflect social responsibility. |
| S-200 | Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary. |
| S-300 | Formulate geographic questions to plan inquiry and research. |
| S-301 | Consider the context of events, accounts, ideas and interpretations. |
| S-305 | Compare diverse perspectives and interpretations in the media and other information sources. |
| S-307 | Propose and defend innovative options or solutions to address issues and problems. |
| S-400 | Listen to others to understand their perspectives. |
| S-403 | Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...* |
| S-405 | Make decisions that reflect social responsibility. |
| S-406 | Debate differing points of view regarding an issue. |

## Description of Learning Experience

In this learning experience, students identify issues related to the scarcity and the distribution of food. They study issues related to freshwater and saltwater food resources, as well as examine ways in which other food production has changed over time. This learning experience introduces students to new developments in the controversial area of genetic modification in food production. Students also consider the economic and political influences of their food choices and why they should care about the consequences of their actions.

## Vocabulary Focus

The following vocabulary is important for Learning Experience 3.4: Contemporary Issues Related to Food.

| | | |
|---|---|---|
| agribusiness | food aid | organic farming |
| animal rights | food banks | relief programs |
| biotechnology | food fashions | saltwater |
| depopulation | freshwater | selective breeding |
| desalinization | genetic modification | sidewalk farmers |
| desertification | greenhouse | subsidies |
| cloning | Kyoto Protocol | sustainable agriculture |
| El Niño | labour-intensive | urbanization |
| factory farms | land capability | |
| factory ships | mechanization | |

## Vocabulary Study Strategies

Please see **Appendix A: Content-Area Vocabulary Study Strategies** for suggested strategies to incorporate vocabulary studies into the learning experiences. Further vocabulary strategies are found in Vocabulary Strategies 6.31–6.36 and Information Processing Strategies 6.49–6.53 in *Success for All Learners: A Handbook on Differentiating Instruction* [referred to in this document as SFAL] (Manitoba Education and Training, 1996). In addition, a number of learning experiences within the clusters include vocabulary strategies for learning. Teachers are encouraged to make use of these strategies and to avoid the less meaningful practice of having students copy out dictionary definitions.

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Activating Strategies |

KE-043 Identify the changing nature of farming on the prairies and describe the social and economic implications for communities.

KE-045 Identify issues related to genetic modification of plants and animals.

KG-036 Describe issues related to freshwater and saltwater food resources.

KG-038 Identify issues related to scarcity and distribution of food.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

### Strategy 1: Issues Related to Food Production

- Students view a video that deals with issues related to food production.
- Students use the B-D-A Viewing strategy as a guide for learning and, with a partner, complete the "Before Viewing" column prior to viewing the video.
- Students view the video and complete the "During Viewing" column in the B-D-A Viewing Worksheet.
- Students work with a partner to complete remaining portions of the B-D-A Viewing Worksheet.
- Students share summaries with partners, then with the rest of the class.
- Students discuss what they have learned from the video about issues related to food production.

---

KE-043 Identify the changing nature of farming on the prairies and describe the social and economic implications for communities.

KE-045 Identify issues related to genetic modification of plants and animals.

KG-036 Describe issues related to freshwater and saltwater food resources.

KG-038 Identify issues related to scarcity and distribution of food.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

### Strategy 2: Knowledge of Issues Related to Food

- Working in small groups, students review and sort a word list provided by the teacher. (See BLM 3-4.)
- Students sort the terms into three categories: terms someone in their group can define, terms they can guess but are not sure about, and terms that no one in the group knows about.
- Groups share definitions of the words they know and add or correct information from other groups.
- Students refer to dictionaries and other sources and, individually, use the Three-Point Approach to define terms.
- Based on the terminology, students predict what this learning experience will be about.

---

KE-043 Identify the changing nature of farming on the prairies and describe the social and economic implications for communities.

KE-045 Identify issues related to genetic modification of plants and animals.

KG-036 Describe issues related to freshwater and saltwater food resources.

KG-038 Identify issues related to scarcity and distribution of food.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

### Strategy 3: Contemporary Food Issues: Headlines and Images

- Working with a partner or in small groups, students search for headlines and images (in both print and electronic sources) that reflect a variety of current issues related to food production.
- Students browse the headlines and images and identify the nature of the issue, the parties involved *(Examples: individuals, groups, organizations, institutions, companies…)*, and any associated messages promoting a particular course of action.
- Groups classify headlines and images into categories as identified in the outcomes above.
- Groups post headlines and images on a bulletin board and discuss findings and interpretations with the rest of the class.
- Individually, students write an Exit Slip that indicates what they have learned about contemporary food issues and identifies questions they may have for further inquiry.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Activating Strategies** | |
| • Assess B-D-A Viewing Worksheet for the student's knowledge of issues relating to food production.<br>• Assess the student's skill in selecting and recording information from the video. | • Check the Manitoba Education, Citizenship and Youth Instructional Resources Unit catalogue for appropriate videos, including those in the *CBC News in Review* series.<br>• Departments of Agriculture and Fisheries of the provincial and federal governments may also have suitable video resources.<br>• BLM G-28: The B-D-A Viewing Worksheet<br>• Alternatively, students may use the LAPS strategy. (See SFAL 6.54, 6.108.) |
| • Monitor group work and assess the organizer for the student's understanding and knowledge of contemporary food issues and related terminology.<br>• Assess the organizer for the student's skill in presenting information and ideas in an appropriate format. | • BLM 3-4: Terminology Related to Contemporary Food Production<br>• Teachers may change or add terms as necessary.<br>• SFAL 6.101: Three-Point Approach for Words and Concepts<br>• Alternatively, students use the Word Cycle strategy to identify connections between terms from the list or any nine related terms provided by the teacher. (See SFAL 6.31, 6.32, 6.99.) |
| • Assess the headlines, images, and Exit Slip for the student's knowledge of current food production issues, the changing nature of farming, and issues related to genetic modification.<br>• Assess information selected for the student's skill in selecting information from a variety of sources. (See BLM G-9.) | • Access to recent and current newspapers and magazines for clipping articles<br>• Access to the Internet<br>• BLM G-9: Selecting Information: Checklist<br>• SFAL 6.6, 6.61: Exit Slips<br>• Newspaper, magazine, and Internet articles used for this learning experience may be appropriate for a more detailed study in subsequent Acquiring Strategies. |

Targeted Learning Outcomes

Suggested Teaching/Learning Strategies

*Students will...*

KG-036 Describe issues related to freshwater and saltwater food resources.

KG-038 Identify issues related to scarcity and distribution of food.

KE-045 Identify issues related to genetic modification of plants and animals.

S-300 Formulate geographic questions to plan inquiry and research.

## Activating Strategies

### Strategy 4: Sharing Knowledge about Food Production Issues

- Working with a partner, students use the KWHL organizer and the Listen-Think-Pair-Square strategy to identify what they already know about food production issues.
- Students consider issues related to freshwater and saltwater food production, the scarcity and distribution of food, and genetic modification of plants and animals.
- Students share knowledge with another group, adding or clarifying information.
- Students develop a list of questions they could ask to learn more about food production issues.
- As the learning experience progresses, students add information in the Learned column of their KWHL sheet.

KG-036 Describe issues related to freshwater and saltwater food resources.

KE-043 Identify the changing nature of farming on the prairies and describe the social and economic implications for communities.

VP-010 Be willing to consider the economic and political influence of their food choices. *Examples: food fashions, food aid, food shortages...*

S-400 Listen to others to understand their perspectives.

### Strategy 5: Speakers on Food Issues

- Students develop questions related to food issues prior to a visit by a guest speaker. (They may use questions developed in previous learning experience.)
- Students listen to an Aboriginal Elder talking about freshwater and saltwater food issues, or to a senior farmer talking about the changing nature of farming on the Prairies.
- Students use the LAPS strategy to record information from the speaker's presentation.
- Following the speaker's presentation, students work with a partner to add or clarify information and ideas.
- Students share responses with the rest of the class.
- Students discuss how an individual's food choices might relate to the issues identified by the speaker.

*Students will...*

KG-036 Describe issues related to freshwater and saltwater food resources.

KG-038 Identify issues related to scarcity and distribution of food.

KE-043 Identify the changing nature of farming on the prairies and describe the social and economic implications for communities.

KE-045 Identify issues related to genetic modification of plants and animals.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-305 Compare diverse perspectives and interpretations in the media and other information sources.

## Acquiring Strategies

### Strategy 1: Analyzing Articles on Food Production Issues

- With a partner, students examine paper and electronic sources for articles related to issues of food production listed in the targeted outcomes.
- Student pairs use the Collaborative Reading strategy to read and comprehend news articles.
- Pairs analyze articles using the News Article Analysis form.
- Partners share articles and analyses, including personal viewpoints, with the rest of the class.
- Class members record in course notebooks the food issues identified.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Activating Strategies** | |
| • Assess the organizer for the student's prior knowledge of food production issues.<br>• Assess lists of questions for the student's skill in formulating geographic questions for inquiry and research. | • Students may need several examples of food production issues before they can generate their own examples.<br>• BLM G-19: KWHL<br>• SFAL 6.13: Listen-Think-Pair-Share<br>• TN 11: Asking Geographic Questions<br>• TN 12: Asking Questions<br>• The list of questions developed could be used in the subsequent activity "Speakers on Food Issues." |
| • Assess the LAPS sheet and class discussions for the student's knowledge of issues relating to food production.<br>• Monitor class discussions and assess the LAPS sheet for the student's willingness to consider the economic and political influences of her or his food choices.<br>• Observe the student's skill in listening to the guest speaker to understand his or her perspectives. (See BLM G-5.) | • Contact the Band Office of the nearest First Nation in your area, or a nearby Friendship Centre for names of Aboriginal Elders willing to speak to the class.<br>• Students living on a farm or with farm relatives may be able to assist with acquiring/inviting a speaker.<br>• Alternatively, contact an agricultural organization, regional field office, or government department of Agriculture for a speaker about the changing nature of farming.<br>• BLM G-5: Listening Skills: Observation Checklist<br>• BLM G-6: Listening Skills: Self-Assessment<br>• SFAL 6.54, 6.108: Do Your LAPS<br>• TN 11: Asking Geographic Questions<br>• TN 12: Asking Questions |
| **Acquiring Strategies** | |
| • Assess the news analysis sheet and notes for the student's knowledge of issues related to food production and/or the changing nature of farming on the prairies.<br>• Assess the student's skill in selecting information from a variety of sources. (See BLM G-9.)<br>• Assess the News Article Analysis sheet for the student's understanding of diverse perspectives and interpretations in the media. | • Students may use the news articles they found in the Activating Strategy "Contemporary Food Issues: Headlines and Images" for the analysis in this learning experience.<br>• Access to newspapers, magazines, and the Internet<br>• BLM G-9: Selecting Information: Checklist<br>• BLM G-26: News Article Analysis<br>• SFAL 6.45: Collaborative Reading<br>• Alternatively, students may use the Fact-/Issue-Based Article Analysis forms. (See SFAL 6.114, 6.115.) |

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Acquiring Strategies |

KG-036 Describe issues related to freshwater and saltwater food resources.

S-300 Formulate geographic questions to plan inquiry and research.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

## Strategy 2: Aquatic Food Resources

- Working in small groups, students use print and electronic resources to research issues or events relating to freshwater and saltwater food resources.
- Students select issues/events relating to Aboriginal fishing rights in coastal and/or inland areas *(Examples: Burnt Church, Miramichi, South Indian Lake…)* or issues relating to Canada's fishing industry *(Examples: cod fishery in Atlantic Canada or salmon fishery in the Pacific region…).*
- Students formulate geographic questions for inquiry. *Examples: questions related to the background of the selected issue, the problem, courses of action taken, the current status of the issue and the impact of this issue or event on food supplies and local communities…*
- Students conduct research to find answers to the geographic questions formulated.
- Students present findings in poster format or via electronic presentation software such as *PowerPoint.*

KG-038 Identify issues related to scarcity and distribution of food.

VP-010 Be willing to consider the economic and political influence of their food choices. *Examples: food fashions, food aid, food shortages... aid, food shortages...*

S-400 Listen to others to understand their perspectives.

S-405 Articulate their perspectives on issues.

## Strategy 3: Feast and Famine

- Students develop a list of questions in preparation for a guest who will speak on issues related to the scarcity and distribution of food.
- Students listen to a speaker from a development agency dealing with food programs and famine relief in less-developed countries or in emergency situations in North America.
- Students use the LAPS Frame to help process and record information provided by the speaker.
- Students complete the "Summarize" section of the LAPS Frame.
- Students share findings with the class and discuss issues related to the scarcity and distribution of food as presented by the speaker.
- Class members record in their course notebooks issues identified by the speaker.

KE-043 Identify the changing nature of farming on the prairies and describe the social and economic implications for communities.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

## Strategy 4: Down on the Farm

- Working in small groups, students use print, electronic, and primary resources to research the changing nature of farming on the prairies and the impact on local communities.
- Students consider factors such as farm size, labour force, mechanization, types of production, transportation, markets, and government policies and subsidies.
- Students analyze the social and economic implications of these factors on local farming communities.
- Students gather or create photographs or images that reflect these changes.
- Students present information in a visual poster display or electronic presentation.
- Class members record in their course notebooks information about the changing nature of farming.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Acquiring Strategies** | |
| • Assess the presentation for the student's knowledge of issues related to freshwater and saltwater food resources.<br>• Assess the list of questions for the student's skill in formulating appropriate geographic questions to plan inquiry and research.<br>• Observe and assess the poster and electronic presentation for the student's skill in presenting information and ideas in a format appropriate for audience and purpose. (See BLM G-7, G-8.) | • Access to print and media resources<br>*Examples: current and back issues of Maclean's and Canadian Geographic magazines, vertical files, and CBC News in Review videos, which include print support materials…*<br>• Access to computers and the Internet, presentation software<br>• Poster paper and art supplies<br>• BLM G-7: Checklist for Creating Visuals<br>• BLM G-8: Assessment Guide for Visuals<br>• TN 11: Asking Geographic Questions<br>• TN 12: Asking Questions<br>• TN 16: Creating an Electronic Presentation<br>• TN 18: Creating a Poster<br>• TN 24: The Inquiry Process (Conducting Research) |
| • Assess the LAPS sheet and notes for the student's understanding of issues related to the scarcity and distribution of food.<br>• Monitor discussion and assess the LAPS sheet for evidence of the student's willingness to consider the economic and political influence of their food choices.<br>• Observe and monitor the student's skill in listening to the speaker to understand others' perspectives. (See BLM G-5, G-6.)<br>• Monitor discussion and assess the LAPS sheet and notes for the student's skill in making decisions that reflect social responsibility. | • Agencies that provide food relief programs include the Canadian Foodgrains Bank, Mennonite Central Committee, Save The Children Canada, Unitarian Service Committee, Red Cross/Crescent Society, Canadian Lutheran World Relief, Presbyterian World Service & Development, United Church of Canada, Primate's World Relief and Development Fund, and others.<br>• BLM G-5: Listening Skills: Observation Checklist<br>• BLM G-6: Listening Skills: Self-Assessment<br>• SFAL 6.54, 6.108: LAPS Frame<br>• TN 11: Asking Questions<br>• TN 12: Asking Geographic Questions |
| • Assess the presentation and notes for the student's knowledge of the changing nature of farming and his or her understanding of the resulting social and economic implications for communities.<br>• Assess the student's skill in selecting information from a variety of sources, including primary and secondary. (See BLM G-9.)<br>• Assess the presentation for the student's skill in presenting information and ideas in a variety of formats that are appropriate for audience and purpose. | • Access to agricultural newspapers and magazines.<br>*Examples: Western Producer, Manitoba Cooperator…*<br>• Access to computers, the Internet, and appropriate presentation software such as *PowerPoint*<br>• Encourage students to interview local farmers and agricultural representatives for primary information.<br>• BLM G-9: Selecting Information: Checklist<br>• BLM G-7: Checklist for Creating Visuals<br>• BLM G-8: Assessment Guide for Visuals<br>• TN 14: Conducting an Interview<br>• TN 16: Creating an Electronic Presentation<br>• TN 18: Creating a Poster<br>• TN 24: The Inquiry Process (Conducting Research) |

Targeted Learning Outcomes

Suggested Teaching/Learning Strategies

*Students will...*

KE-045 Identify issues related to genetic modification of plants and animals.

S-405 Articulate their perspectives on issues.

S-406 Debate differing points of view regarding an issue.

## Acquiring Strategies

### Strategy 5: Playing With Nature: Genetic Modification

- Students prepare a debate on the merits of genetic modification as a method to improve our food supply.
- Working in partnerships, one student gathers evidence to support genetic modification, while the partner finds reasons to oppose this practice.
- Student volunteers conduct a debate for classmates and attempt to convince others of their point of view.
- During the debate, classmates list on an organizer the pros and cons of genetic modification.
- In a class discussion following debates, students listen to others' views and record in their organizers additional evidence for or against genetic modification.
- Students complete the Pro and Con Discussion Chart to express their views on the issue of genetic modification.

*Students will...*

KE-043 Identify the changing nature of farming on the prairies and describe the social and economic implications for communities.

S-301 Consider the context of events, accounts, ideas, and interpretations.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

## Applying Strategies

### Strategy 1: Changing Times on the Farm

- Working in small groups, students identify changes in farming over time by performing a role-play of a farm family from a century ago that time-travels to the present, or a modern farm family travelling back in time to the early 20th century.
- In their role-play perspectives, the members of the "families" make comments about what they observe, ask questions about things or practices they do not recognize, comment on "food fashions" and types of foods available, and talk about the positive and negative social and economic impacts on communities.
- With the help of props *(Examples: appropriate clothing, tools, food samples…)*, groups act out their role-play for the class.
- Class members record in their course notebooks examples of changes in farming.

Teacher Reflections

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Acquiring Strategies** | |
| • Assess the Pro and Con organizer for the student's understanding of issues related to genetic modification of plants and animals.<br>• Monitor the debate and class discussion for the student's skill in articulating her or his perspectives on issues.<br>• Monitor the debate and class discussion for the student's skill in debating differing points of view. | • Students may need some background on genetic modification with some examples of public/legal debates. *Example: Monsanto…*<br>• Access to newspapers, magazines, and the Internet<br>• BLM G-10: Articulating Perspectives: Observation Checklist<br>• BLM G-15: Debate Assessment Rubric<br>• BLM G-22: Pro and Con Discussion Chart<br>• SFAL 6.77: RAFT (Role, Audience, Format, Topic)<br>• TN 13: Conducting a Debate<br>• TN 33: Articulating Perspectives on Issues<br>• Alternatively, this learning experience could use the RAFT strategy (Role, Audience, Format, Topic) in SFAL 6.77, or students could write a persuasive editorial expressing their point of view on issues related to genetic modification. (See TN 25: Persuasive Writing and TN 26: Writing an Editorial.) |
| **Applying Strategies** | |
| • Assess the role-play activity and notes for the student's knowledge of the changing nature of farming and its impact on communities.<br>• Observe the student's portrayals in the role-play to assess his or her skills in considering the context of the event, accounts, ideas, and interpretations.<br>• Assess the role-play activity for the student's skill in presenting information and ideas in a format appropriate for audience and purpose. | • Remind students to use information from the Activating and Acquiring Strategies in this learning experience.<br>• Books or articles with visual images of life in the past may provide creative ideas for the role-play and props.<br>• Access to appropriate materials for props and costumes<br>• BLM G-16: Role-Play Character Sheet<br>• TN 29: Role-Play in Social Studies |

Teacher Reflections

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Applying Strategies |
| KE-045 Identify issues related to genetic modification of plants and animals.<br>KG-036 Describe issues related to freshwater and saltwater food resources.<br>S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...* | **Strategy 2: A RAFT of Opinions**<br>• Working individually, students use the RAFT strategy to express an opinion related to a food production issue covered in this learning experience. *Examples: issues related to freshwater and saltwater food resources, scarcity and distribution of food, and issues related to genetic modification…*<br>• Students assume the role of a particular writer, identify the audience or party they are writing to, determine the format they will use, and select a writing topic from this learning experience.<br>• Students share writing with the class.<br>• Students use the RAFT presentations to extend their knowledge and understanding of the issues. |
| KG-038 Identify issues related to scarcity and distribution of food.<br>VP-010 Be willing to consider the economic and political influence of their food choices. *Examples: food fashions, food aid, food shortages...*<br>S-107 Make decisions that reflect social responsibility.<br>S-307 Propose and defend innovative options or solutions to address issues and problems. | **Strategy 3: Student Food Power**<br>• Working in small groups, students select an issue related to the scarcity and distribution of food, and develop a proposal for a class, school, or community project to help resolve the issue.<br>• Students develop a plan of action to educate others about the selected issue, and provide colleagues with an opportunity to assist in resolving the issue.<br>• Students present proposals to the class.<br>• Students implement and participate in each others' projects to help resolve issues relating to the scarcity and distribution of food.<br>• Class members list in their course notebooks various proposals presented. |

Teacher Reflections

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Applying Strategies** | |
| • Assess the RAFT composition for the student's knowledge and understanding of food production issues.<br>• Monitor viewpoints expressed for evidence of the student's willingness to consider the economic and political influence of her or his food choices.<br>• Assess the RAFT composition for the student's skill in presenting information and ideas in a format appropriate for audience and purpose. | • Students may need some examples to help them develop their own ideas for this activity. *Examples: Students might pretend to be an Aboriginal fisher writing a letter to the editor to explain treaty rights regarding fishing; students might play the role of a plantation worker in a tropical country writing a journal about how land is used to produce export crops, resulting in lack of local food supplies for his village; students might pretend to be a medical researcher writing an article about the possible dangers of genetic modification of common food items...*<br>• SFAL 6.77, 6.78, 6.79: RAFT (Role, Audience, Format, Topic)<br>• TN 25: Persuasive Writing |
| • Assess proposals and notes for the student's understanding of issues relating to the scarcity and distribution of food.<br>• Monitor group activities and proposals for evidence of the student's willingness to consider the economic and political influence of his or her food choices.<br>• Assess proposals for the student's skill in making decisions that reflect social responsibility.<br>• Assess proposals for the student's skill in proposing and defending innovative solutions to address issues related to the scarcity and distribution of food. | • Students might consider projects such as participating in the 30-Hour Famine, collecting food items, and/or volunteering for a local soup kitchen or women's shelter, collecting funds for a relief effort, supporting local organic producers, or providing assistance with delivery of Christmas hampers in their community.<br>• For related information and activity ideas, refer to the following websites:<br>– World Vision 30-Hour Famine <www.worldvision.ca/wvfamine/live><br>– The Canadian Hunger Foundation <www.chf-partners.ca/index.htm><br>– Appalachian Sustainable Agriculture Project <www.asapconnections.org><br>• BLM G-23: Making up Your Mind may assist students in selecting an appropriate action plan.<br>• TN 25: Persuasive Writing |

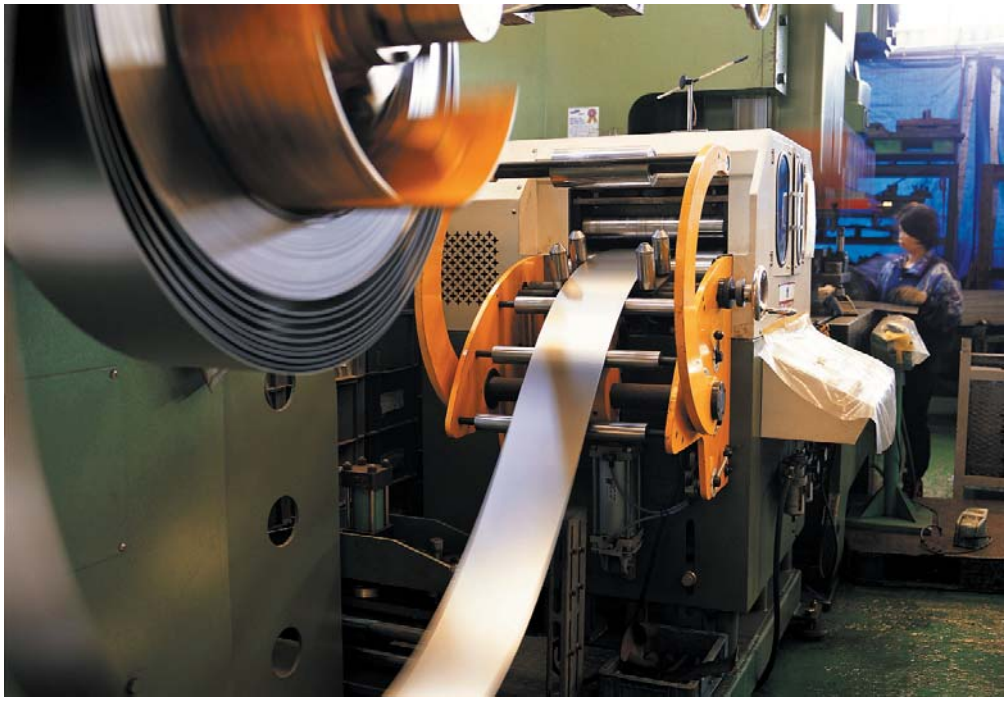
Teacher Reflections

# *Geographic Issues of the 21st Century*

## Industry and Trade

SENIOR 2

4 CLUSTER



## Learning Experience 4.1: Definition and Location of Industry

KE-046 Define the term industry and give examples of primary, secondary, tertiary, and quaternary industries.

KE-047 Identify factors that determine the location of industry. *Examples: energy, raw material, transportation, labour, markets, government policies...*

KE-048 Use examples to describe advantages and disadvantages of locating a manufacturing industry in a particular area.

KL-025 Identify on a map of the world and on a map of North America major manufacturing regions.

S-100 Collaborate with others to achieve group goals and responsibilities.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

S-202 Select and use appropriate tools and technologies to accomplish tasks. *Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*

S-203 Construct maps using a variety of information sources and technologies. *Examples: observation, traditional knowledge, compass, Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*

S-204 Select, use, and interpret various types of maps.

S-300 Formulate geographic questions to plan inquiry and research.

S-302 Draw conclusions and make decisions based on research and various types of evidence.

S-309 Observe patterns and make generalizations based on geographic inquiry.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

## Learning Experience 4.2: Topics in Industry

KE-049 Identify current issues related to industry and trade. *Include: sustainable development, balance of trade.*

KL-024 Identify on a map of the world Canada's major trading partners and major products traded.

KI-006 Give examples of increasing involvement of Aboriginal peoples in business and industry in Canada. *Examples: eco-tourism, APTN (media production), airlines... eco-tourism, APTN (media production), airlines…*

VE-011 Be willing to consider the economic implications of their consumer choices.

S-100 Collaborate with others to achieve group goals and responsibilities.

S-102 Make decisions that reflect fairness and equality in their interactions with others.

S-104 Seek consensus in collaborative problem solving.

S-107 Make decisions that reflect social responsibility.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources including primary and secondary.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

S-202 Select and use appropriate tools and technologies to accomplish tasks. *Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*

S-301 Consider the context of events, accounts, ideas, and interpretations.

S-303 Reconsider personal assumptions based on new information and ideas.

S-304 Analyze physical material and evidence during research.

S-305 Compare diverse perspectives and interpretations in the media and other information sources.

S-307 Propose and defend innovative options or solutions to address issues and problems.

S-309 Observe patterns and make generalizations based on geographic inquiry.

S-400 Listen to others to understand their perspectives.

S-401 Use language that is respectful of human diversity.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

## Learning Experience 4.3: Globalization

KG-039 Define the concept of globalization and identify related social issues.

VG-008 Be willing to consider the social and environmental impacts of their consumer choices.

S-100 Collaborate with others to achieve group goals and responsibilities.

S-102 Make decisions that reflect fairness and equality in their interactions with others.

S-107 Make decisions that reflect social responsibility.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

S-304 Analyze physical material and evidence during research.

S-305 Compare diverse perspectives and interpretations in the media and other information sources.

S-306 Analyze prejudice, racism, stereotyping, and other forms of bias in the media and other information sources.

*(continued)*

*(continued)*

S-308 Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. *Include: student-gathered data.*

S-309 Observe patterns and make generalizations based on geographic inquiry.

S-400 Listen to others to understand their perspectives.

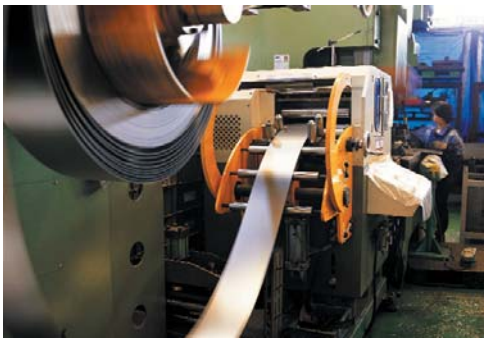
S-401 Use language that is respectful of human diversity.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

S-405 Articulate their perspectives on issues.

## Cluster 4: Industry and Trade

This cluster focuses on industry and trade in Canada, North America, and the world. Students become familiar with appropriate terminology related to industry and trade, examine the different levels of industry, and identify the factors that determine the location of industries. Students identify the geographic locations of the major manufacturing regions in North America and the world, as well as Canada's major trading partners and the major trade products. Students examine current industry and trade developments, including the increasing involvement of Aboriginal peoples in Canadian business and industry. In this cluster, students also identify current issues related to industry, trade, and globalization, and consider the economic, social, and environmental impacts of their consumer choices.



### Learning Experience 4.1: Definition and Location of Industry

This learning experience introduces students to terminology related to industry and the different levels of industry. Students consider factors that determine the location of industry and advantages and disadvantages of locating a manufacturing industry in a particular area. In this learning experience, students also identify geographic locations of major manufacturing regions on maps of North America and the world.

- KE-046 Define the term industry and give examples of primary, secondary, tertiary, and quaternary industries.
- KE-047 Identify factors that determine the location of industry.
  *Examples: energy, raw material, transportation, labour, markets, government policies...*
- KE-048 Use examples to describe advantages and disadvantages of locating a manufacturing industry in a particular area.
- KL-025 Identify major manufacturing regions on a map of the world and on a map of North America.

### Learning Experience 4.2: Topics in Industry and Trade

In this learning experience, students consider a variety of issues related to industry and trade at the local, national, and international levels. Students identify Canada's major trading partners on a map of the world and consider Canada's major trade imports and exports. Students also focus on the increasing involvement of Canada's Aboriginal peoples in business and industry. Throughout the learning experience, students are encouraged to consider the economic implications of their consumer choices.

- KE-049 Identify current issues related to industry and trade. *Include: sustainable development, balance of trade.*
- KI-006 Give examples of increasing involvement of Aboriginal peoples in business and industry in Canada. *Examples: eco-tourism, APTN (media production), airlines...*
- KL-024 Identify on a map of the world Canada's major trading partners and major products traded.
- VE-011 Be willing to consider the economic implications of their consumer choices.

### Learning Experience 4.3: Globalization

In this learning experience, students are introduced to the concept of globalization as it relates to industry and trade. Students consider a variety of issues and challenges brought about by increasing trends towards globalization. This learning experience also encourages students to consider the social and environmental implications of their personal consumer choices.

- KG-039 Define the concept of globalization and identify related social issues.
- VG-008 Be willing to consider the social and environmental impacts of their consumer choices.

## Skills Outcomes for Cluster 4: Industry and Trade

**Skills for Active Democratic Citizenship**

- S-100 Collaborate with others to achieve group goals and responsibilities.
- S-102 Make decisions that reflect fairness and equality in their interactions with others.
- S-104 Seek consensus in collaborative problem solving.
- S-107 Make decisions that reflect social responsibility.

**Skills for Managing Information and Ideas**

- S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.
- S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*
- S-202 Select and use appropriate tools and technologies to accomplish tasks. *Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*
- S-203 Construct maps using a variety of information sources and technologies. *Examples: observation, traditional knowledge, compass, Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*
- S-204 Select, use, and interpret various types of maps.

**Critical and Creative Thinking Skills**

- S-300 Formulate geographic questions to plan inquiry and research.
- S-302 Draw conclusions and make decisions based on research and various types of evidence.
- S-303 Reconsider personal assumptions based on new information and ideas.
- S-304 Analyze physical material and evidence during research.
- S-305 Compare diverse perspectives and interpretations in the media and other information sources.
- S-306 Analyze prejudice, racism, stereotyping, and other forms of bias in the media and other information sources.
- S-307 Propose and defend innovative options or solutions to address issues and problems.
- S-308 Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. *Include: student-gathered data.*
- S-309 Observe patterns and make generalizations based on geographic inquiry.

**Communication Skills**

- S-400 Listen to others to understand their perspectives.
- S-401 Use language that is respectful of human diversity.
- S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*
- S-405 Articulate their perspectives on issues.

## Learning Experience 4.1: Definition and Location of Industry

| | |
|---|---|
| KE-046 | Define the term industry and give examples of primary, secondary, tertiary, and quaternary industries. |
| KE-047 | Identify factors that determine the location of industry. *Examples: energy, raw material, transportation, labour, markets, government policies...* |
| KE-048 | Use examples to describe advantages and disadvantages of locating a manufacturing industry in a particular area. |
| KL-025 | Identify on a map of the world and on a map of North America major manufacturing regions. |
| S-100 | Collaborate with others to achieve group goals and responsibilities. |
| S-201 | Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...* |
| S-202 | Select and use appropriate tools and technologies to accomplish tasks. *Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...* |
| S-203 | Construct maps using a variety of information sources and technologies. *Examples: observation, traditional knowledge, compass, Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...* |
| S-204 | Select, use, and interpret various types of maps. |
| S-300 | Formulate geographic questions to plan inquiry and research. |
| S-302 | Draw conclusions and make decisions based on research and various types of evidence. |
| S-309 | Observe patterns and make generalizations based on geographic inquiry. |
| S-403 | Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...* |

## Description of Learning Experience

This learning experience introduces students to industrial terminology and the different levels of industry. Students consider factors that determine the location of industry, and the advantages and disadvantages of locating a manufacturing industry in a particular area. In this learning experience, students also identify geographic locations of major manufacturing regions on maps of North America and the world.

## Vocabulary Focus

The following vocabulary is important for Learning Experience 4.1: Definition and Location of Industry.

| | | |
|---|---|---|
| capital | manufacturing | retail |
| development | mining | secondary industry |
| entrepreneur | primary industry | services |
| executives | quaternary industry | tertiary industry |
| government | quinary industry | value added |
| industry | raw materials | wholesale |
| information industry | research | |
| locational factors | resource extraction | |

## Vocabulary Study Strategies

Please see **Appendix A: Content-Area Vocabulary Study Strategies** for suggested strategies to incorporate vocabulary studies into the learning experiences. Further vocabulary strategies are found in Vocabulary Strategies 6.31–6.36 and Information Processing Strategies 6.49–6.53 in *Success for All Learners: A Handbook on Differentiating Instruction* [referred to in this document as SFAL] (Manitoba Education and Training, 1996). In addition, a number of learning experiences within the clusters include vocabulary strategies for learning. Teachers are encouraged to make use of these strategies and to avoid the less meaningful practice of having students copy out dictionary definitions.

**Where to Find the Blackline Masters (BLMs)**

**Cluster-Specific BLMs** are found in Appendix B. They are coded, for example, BLM 3-2, where the "3" refers to Cluster 3 and the "2" refers to the sequential number.

**General BLMs** are found in Appendix C. They are coded, for example, BLM G-6, where the G refers to "General" and the "6" refers to the sequential number. They are used in multiple strategies.

**Teacher Notes** are found in Appendix D. They are coded TN, and are numbered sequentially (e.g., TN 3 or TN 40).

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Activating Strategies |

KE-046 Define the term industry and give examples of primary, secondary, tertiary, and quaternary industries.

S-100 Collaborate with others to achieve group goals and responsibilities.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

### Strategy 1: Industrial Terminology

- Students work with a partner to brainstorm a definition for the term industry.
- Students speculate on what the terms primary, secondary, tertiary, and quaternary industry mean.
- Students verify their definitions with the use of a dictionary or with reference to BLM 4-1: What Is Industry?
- Students complete the Concept Overview form for the term industry, and the Three-Point Approach form for the different levels of industry and examples of each.
- Students discuss how the definitions may vary to reflect the multi-faceted nature of industry. *Examples: different levels and sectors of industry…*

---

KE-046 Define the term industry and give examples of primary, secondary, tertiary, and quaternary industries.

KE-047 Identify factors that determine the location of industry. *Examples: energy, raw material, transportation, labour, markets, government policies...*

S-302 Draw conclusions and make decisions based on research and various types of evidence.

### Strategy 2: Local Industries: Types and Locational Factors

- Working in small groups, students list a number of local industries in an organizer. Organizer headings could include: Local Industry, Level of Industry, Supporting Evidence, and Locational Factors.
- Students predict the level of industries identified (primary, secondary, tertiary, and quaternary), and give supporting evidence/rationale for their choices.
- Students speculate on the factors that determine the location of industries identified.
- Students share examples and predictions with the class, make corrections, and add new examples to their organizers.

---

KE-047 Identify factors that determine the location of industry. *Examples: energy, raw material, transportation, labour, markets, government policies...*

KE-048 Use examples to describe advantages and disadvantages of locating a manufacturing industry in a particular area.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

S-302 Draw conclusions and make decisions based on research and various types of evidence.

### Strategy 3: Advantages and Disadvantages of Location of Industry

- Working in small groups, students identify several local or regional manufacturing industries they know about.
- Students suggest advantages and disadvantages of the locations for industries they have identified.
- Students record information on the Pro and Con Discussion Chart.
- Students share information with the rest of the class.
- Class members take pro/con notes for each industry presented.
- Students complete an Exit Slip to express what they have learned about the advantages and disadvantages of locating a manufacturing industry in a certain area.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Activating Strategies** | |
| • Assess Concept Overview and Three-Point Approach organizers for the student's knowledge of terms related to industry and appropriate examples.<br>• Observe and monitor work in pairs for the student's skill in collaborating with others to achieve group goals and responsibilities. (See BLMs G-1, G-2.)<br>• Assess organizers for the student's skill in organizing and recording information in a variety of formats. | • Students may need a reminder to think of the common usage of the terms (primary, secondary, tertiary, and quaternary) before putting them in the context of this learning experience.<br>• Access to dictionaries or the Internet<br>• BLM 4-1: What Is Industry?<br>• BLM G-1: Group Performance: Assessment Scale<br>• BLM G-2: Group Performance: Self-Assessment Scale<br>• SFAL 6.101: Three-Point Approach for Words and Concepts<br>• SFAL 6.112: Concept Overview |
| • Assess the organizer for the student's prior knowledge of levels and locational factors of industry.<br>• Monitor group discussions and assess the organizer for the student's skill in drawing conclusions and making decisions based on evidence. | • Students may need to review the definitions of industry, and examine information about examples of local industries to generate their own ideas. *Examples: various agricultural activities, transportation, implement and vehicle dealerships, slaughterhouses, grain terminals, manufacturing plants, tourism, financial, educational, and health services...*<br>• Note that the quinary level of industry is not listed in the outcome; however, it is included in BLM 4-1 as it is often referred to in readings or texts relating to industry.<br>• BLM 4-1: What Is Industry? |
| • Assess the Pro and Con Discussion Chart, notes, and Exit Slip for the student's knowledge of locational factors of industry, and the advantages and disadvantages of locating a manufacturing industry in a particular area.<br>• Assess the Pro and Con Discussion Chart and notes for the student's skill in organizing and recording information in a variety of formats.<br>• Monitor discussion and assess the Pro and Con Discussion Chart for the student's skill in drawing appropriate conclusions based on various types of evidence. | • Students may need some examples of manufacturing industries, particularly in smaller towns and rural areas.<br>Manufacturing industries could include craft shops, honey production (apiaries), local bakery, slaughterhouses and meat-packing houses, dairies, machinery assembly, agricultural processing, and a variety of light and medium manufacturing industries.<br>• Each student group may be assigned to explore a different industry so that sharing findings will have students become interdependent learners.<br>• BLM G-22: Pro and Con Discussion Chart<br>• SFAL 6.60: Exit Slips |

Targeted Learning Outcomes

Suggested Teaching/Learning Strategies

*Students will...*

KE-047 Identify factors that determine the location of industry. *Examples: energy, raw material, transportation, labour, markets, government policies...*

KL-025 Identify on a map of the world and on a map of North America major manufacturing regions.

S-309 Observe patterns and make generalizations based on geographic inquiry.

## Activating Strategies

### Strategy 4: Manufacturing Is Where and Why There?

- Using the Listen-Think-Pair-Share strategy, students predict the locations of several major manufacturing regions in North America and in the world, and compile them in an organizer.
- Students pair with a colleague to share predictions, and use an atlas to verify locations of major manufacturing centres and to make necessary corrections.
- Pairs also predict the major factors that influenced the location of these manufacturing centres.
- Students share information with the class and create a master list on the board or flip chart.
- Students identify locations of major manufacturing regions on a wall map, or on handout maps of North America and the world.

*Students will...*

KE-046 Define the term industry and give examples of primary, secondary, tertiary, and quaternary industries.

KE-047 Identify factors that determine the location of industry. *Examples: energy, raw material, transportation, labour, markets, government policies...*

S-100 Collaborate with others to achieve group goals and responsibilities.

S-309 Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. *Include: student-gathered data.*

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

## Acquiring Strategies

### Strategy 1: Types and Locations of Industries

- Students work in small groups and select a Canadian or North American industry for detailed study.
- Each group selects and studies a different industry or type of industry to promote interdependent learning.
- Using print and electronic resources, students research their selected industry, identify the type of industry (primary, secondary, tertiary, or quaternary), and explain the factors that determined the location.
- Students also show the location of their industry on an appropriate map.
- Students organize information in an electronic presentation or poster format and share it with the class.
- Class members make notes in their course notebooks on each of the industries presented.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Activating Strategies** | |
| • Monitor sharing and assess predictions, the Listen-Think-Pair-Share organizer, and map for the student's knowledge of locations of industries and locational factors of manufacturing regions.<br>• Monitor work in pairs and assess the Listen-Think-Pair-Share organizer for the student's skill in observing patterns and making generalizations regarding the location of manufacturing regions. | • Students may need access to atlases to assist them in making/checking their predictions.<br>• Atlases and wall maps or hand-out maps of North America and the world<br>• BLM G-32: Map of North America<br>• BLM G-33: Map of the World<br>• SFAL 6.13: Listen-Think-Pair-Share |
| **Acquiring Strategies** | |
| • Assess the presentation and notes for the student's knowledge and understanding of the different types of industries and of locational factors.<br>• Monitor group work for the student's skill in collaborating with others to achieve group goals and responsibilities. (See BLMs G-1, G-2.)<br>• Monitor group work and assess the presentation for the student's skill in observing patterns and making generalizations.<br>• Assess the presentation for the student's skill in presenting information and ideas in an appropriate format. (See BLM G-7.) | • You should ensure that each level of industry is included in the topics selected by student groups.<br>• Access to library resources and the Internet<br>• Presentation software and art materials including poster paper<br>• BLM G-1: Group Performance: Assessment Scale<br>• BLM G-2: Group Performance: Self-Assessment Scale<br>• BLM G-7: Checklist for Creating Visuals<br>• BLM G-31: Map of Canada<br>• BLM G-32: Map of North America<br>• TN 16 Creating an Electronic Presentation<br>• TN 18: Creating a Poster<br>• TN 24: The Inquiry Process (Conducting Research)<br>• The map could be created using GIS computer software.<br>• An extension activity could focus on the key (or dominant) factors that might determine a primary industry as opposed to a higher level industry. For example, the location of a primary industry may be largely determined by the presence of natural resources and raw materials; however, these factors may have little or no importance to the location of higher level industries. |

Targeted Learning Outcomes

*Students will...*

KE-047 Identify factors that determine the location of industry. *Examples: energy, raw material, transportation, labour, markets, government policies...*

KE-048 Use examples to describe advantages and disadvantages of locating a manufacturing industry in a particular area.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

S-302 Draw conclusions and make decisions based on research and various types of evidence.

S-309 Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. *Include: student-gathered data.*

Suggested Teaching/Learning Strategies

Acquiring Strategies

## Strategy 2: Locational Factors for Local Industries

- Working in small groups, students select a local or regional industry to research (each group selecting a different industry).
- Using print and electronic resources as well as primary sources of information, students research a particular industry to determine why it is situated where it is, and the advantages and disadvantages of this location.
- Students record findings in an organizer. (See BLM G-20.)
- Students also show the location of the industry, in reference to towns, cities, rivers, and lakes, on an appropriately scaled map.
- Students present findings to the class.
- Class members take notes in their course notebooks on each industry presented.

KL-025 Identify on a map of the world and on a map of North America major manufacturing regions.

S-203 Construct maps using a variety of information sources and technologies. *Examples: observation, traditional knowledge, compass, Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*

S-204 Select, use, and interpret various types of maps.

## Strategy 3: Mapping Major Manufacturing Regions

- Working with a partner, students search conventional and electronic atlases to identify locations of major manufacturing regions in North America and the world.
- Students use GIS software to show locations of major manufacturing regions of North America and the world.
- Students also identify the major types of manufacturing that occurs in these regions.
- Students compare maps with partners and make any additions or corrections.
- Groups present GIS maps to the class.
- Class members make notes in their course notebooks on locations of major manufacturing regions.

Teacher Reflections

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Acquiring Strategies** | |
| • Assess the organizer and notes for the student's knowledge of factors that determine the location of industries and the advantages and disadvantages of locating in a particular area.<br>• Monitor the organizer for the student's skill in organizing and recording information.<br>• Monitor group work and assess the organizer for the student's skill in observing patterns and drawing conclusions based on research and evidence. | • Students may wish to use the information from this research to confirm predictions made in the Activating Strategy "Advantages and Disadvantages of Location."<br>• The map could be created with GIS computer software.<br>• Interviews with people working in local or regional industries, as well as pamphlets and reports about such industries, may provide helpful information.<br>• BLM G-20: Geography Questions Organizer or a variation to record information<br>• BLM G-30: Map of Manitoba<br>• TN 8: Geographic Information Systems (GIS)<br>• TN 14: Conducting an Interview<br>• TN 23: Note-Taking Strategy |
| • Assess the map and notes for the student's knowledge of locations of major manufacturing regions of North America and the world.<br>• Assess the student's skill in using appropriate information sources and technologies (GIS) to construct maps.<br>• Observe and monitor research for the student's skill in selecting, using, and interpreting various types of maps. | • You may wish to assign different geographical regions to each group to aid in the development of interdependence while reducing the time for research needed by each group.<br>• Access to conventional and electronic atlases<br>• Access to computers with Geographic Information Systems (GIS) software and *ArcCanada Data Sets*<br>• Access to an LCD projector for presenting GIS maps<br>• TN 8: Geographic Information Systems (GIS)<br>• As an extension activity, students may wish to compare these maps with ones they created in LE 2.1 in the Acquiring Strategy "Mapping Natural Resources," and look for possible relationships between the availability of resources and manufacturing. |

Teacher Reflections

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Applying Strategies |

KE-046 Define the term industry and give examples of primary, secondary, tertiary, and quaternary industries.

S-302 Draw conclusions and make decisions based on research and various types of evidence.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

### Strategy 1: Industry Flow Chart

- Working in pairs, students select a manufactured item of interest from the classroom or from their personal possessions.
- Students create a flow chart diagram to show the development of the selected item from raw materials, through processing, manufacturing, and distribution to a retail outlet.
- At each stage, students identify the level of industry involved as primary, secondary, tertiary, or quaternary.
- Students post flow charts and explain them to the class.
- Class members take notes on the range and variety of items explored.

---

KE-047 Identify factors that determine the location of industry. *Examples: energy, raw material, transportation, labour, markets, government policies...*

KE-048 Use examples to describe advantages and disadvantages of locating a manufacturing industry in a particular area.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

### Strategy 2: Attracting an Industry to Your Town or City

- Students work in small groups to develop a brochure or write a letter to the editor to convince a company to locate an industry in their town or city.
- Students select a particular kind of industry that would be realistic for their region and the size of their community.
- Students include references to as many locational factors as possible in brochures or letters.
- Students also identify advantages of their location, both from a business perspective and as a great place for employees to live and raise families.
- Students share brochures and letters by posting them for a Gallery Walk.
- Students record information from the Gallery Walk in an organizer. The organizer could be the same as the one used in Activating Strategy 2, with the following headings: Local Industry, Level of Industry, Supporting Evidence, and Locational Factors.

---

KL-025 Identify on a map of the world and on a map of North America major manufacturing regions.

S-202 Select and use appropriate tools and technologies to accomplish tasks. *Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

### Strategy 3: Electronic Presentation on Manufacturing Regions

- Working in small groups, students create an electronic presentation identifying the major manufacturing regions in North America and/or the world (groups may be assigned different regions to save time).
- Using an outline map of North America or the world as the opening slide, students create additional slides to show the location of major manufacturing regions, and identify the main kinds of products manufactured in their assigned region.
- Students share presentations with peers.
- Class members locate all the regions listed on an outline map of North America and/or the world.
- Class members make notes in their course notebooks on the main products manufactured in each region.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Applying Strategies** | |
| • Assess the flow chart and notes for the student's knowledge of different levels of industry.<br>• Monitor the student's skill in making generalizations about industry based on the range and variety of items explored.<br>• Assess the format and effectiveness of the flow chart for the student's skill in presenting information and ideas in an appropriate format. | • The flow chart could be produced and presented using appropriate software or as a hard copy.<br>• Access to computers and appropriate software<br>• Art and poster materials as required<br>• TN 17: Creating a Flow Chart |
| • Assess the brochure/letter and organizer for the student's knowledge of factors that determine the location of industry, and the advantages and disadvantages of locating in a particular area.<br>• Assess the brochure/letter for the student's skill in presenting information and ideas in a variety of formats appropriate for audience and purpose. | • Using the RAFT (Role, Audience, Format, and Topic) approach may help students focus on this activity. (See SFAL 6.77.)<br>• Access to sample brochures and letters to the editor<br>• Access to computers with drawing and publishing software<br>• Art materials and poster paper<br>• SFAL 6.80: Gallery Walk<br>• TN 15: Creating a Brochure<br>• TN 25: Persuasive Writing<br>• Alternatively, students read "Statements about Locations of Industry," determine their response, and provide reasons for their choices. (See BLM 4-3.) |
| • Assess the presentation, note, and map for the student's knowledge of locations of major manufacturing regions in North America and the world.<br>• Monitor group work and assess the presentation for the student's skill in selecting and using appropriate tools and technologies to accomplish tasks.<br>• Assess the presentation and map for the student's skill in presenting information and ideas in appropriate formats. | • Information from several Activating and Acquiring Strategies in this learning experience may be used for this strategy.<br>• Access to computers with appropriate presentation software (*PowerPoint*) and Internet access<br>• Access to scanner and LCD projector<br>• Access to GIS computer software and ArcCanada data<br>• BLM G-32: Map of North America<br>• BLM G-33: Map of the World<br>• TN 8: Geographic Information Systems (GIS)<br>• TN 16: Creating an Electronic Presentation<br>• Alternatively, students clip pictures of industry and manufacturing and place them in appropriate locations on a map of North America or the world. |

Targeted Learning Outcomes

*Students will...*

KL-025 Identify on a map of the world and on a map of North America major manufacturing regions.

KE-046 Define the term industry and give examples of primary, secondary, tertiary, and quaternary industries.

KE-048 Use examples to describe advantages and disadvantages of locating a manufacturing industry in a particular area.

S-300 Formulate geographic questions to plan inquiry and research.

Suggested Teaching/Learning Strategies

Applying Strategies

## Strategy 4: Industry and Manufacturing Quiz Game

- Working in small groups, students develop a list of questions and answers about various aspects of industry studied in this learning experience.
- Students compose three categories of questions for participants to choose from: levels of industry, factors determining location, and the geographic location of major manufacturing regions in North America and the world.
- Each category is allocated a certain number of points for a correct response.
- Students play quiz games with other groups in the class.

Teacher Reflections

## Suggested Assessment Strategies

### Applying Strategies

- Assess questions and answers for the student's knowledge of levels of industry, locational factors, and locations of major manufacturing regions.
- Assess questions posed for the student's skill in formulating appropriate geographic questions.

## Teacher Tips and Resources

- Information from several Activating and Acquiring Strategies in this learning experience may be useful.
- TN 11: Asking Geographic Questions
- Alternatively, students might use electronic templates to create a quiz game. (See <http://teach.fcps.net/trt10/PowerPoint.htm#temp> for information.)

## Teacher Reflections

## Learning Experience 4.2: Topics in Industry

| | |
|---|---|
| KE-049 | Identify current issues related to industry and trade. *Include: sustainable development, balance of trade.* |
| KL-024 | Identify on a map of the world Canada's major trading partners and major products traded. |
| KI-006 | Give examples of increasing involvement of Aboriginal peoples in business and industry in Canada. *Examples: eco-tourism, APTN (media production), airlines... eco-tourism, APTN (media production), airlines…* |
| VE-011 | Be willing to consider the economic implications of their consumer choices. |
| S-100 | Collaborate with others to achieve group goals and responsibilities. |
| S-102 | Make decisions that reflect fairness and equality in their interactions with others. |
| S-104 | Seek consensus in collaborative problem solving. |
| S-107 | Make decisions that reflect social responsibility. |
| S-200 | Select information from a variety of oral, visual, material, print, or electronic sources including primary and secondary. |
| S-201 | Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...* |
| S-202 | Select and use appropriate tools and technologies to accomplish tasks. *Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...* |
| S-301 | Consider the context of events, accounts, ideas, and interpretations. |
| S-303 | Reconsider personal assumptions based on new information and ideas. |
| S-304 | Analyze physical material and evidence during research. |
| S-305 | Compare diverse perspectives and interpretations in the media and other information sources. |
| S-307 | Propose and defend innovative options or solutions to address issues and problems. |
| S-309 | Observe patterns and make generalizations based on geographic inquiry. |
| S-400 | Listen to others to understand their perspectives. |
| S-401 | Use language that is respectful of human diversity. |
| S-403 | Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...* |

## Description of Learning Experience

In this learning experience, students consider a variety of issues related to industry and trade at the local, national, and international levels. Students identify Canada's major trading partners on a map of the world and consider Canada's major trade imports and exports. Students also focus on the increasing involvement of Canada's Aboriginal peoples in business and industry. Throughout the learning experience, students are encouraged to consider the economic implications of their consumer choices.

## Vocabulary Focus

The following vocabulary is important for Learning Experience 4.2: Topics in Industry.

| | | |
|---|---|---|
| balance of trade | Gross Domestic Product (GDP) | surplus |
| barter | Gross National Product (GNP) | sweat shops |
| consumers | handicrafts | tariffs |
| duties | import | trade |
| eco-tourism | NAFTA | trade agreements |
| export | products | trade barriers |
| fair trade | protectionism | trade war |
| free trade | quota | trading partners |

## Vocabulary Study Strategies

Please see **Appendix A: Content-Area Vocabulary Study Strategies** for suggested strategies to incorporate vocabulary studies into the learning experiences. Further vocabulary strategies are found in Vocabulary Strategies 6.31–6.36 and Information Processing Strategies 6.49–6.53 in *Success for All Learners: A Handbook on Differentiating Instruction* [referred to in this document as SFAL] (Manitoba Education and Training, 1996). In addition, a number of learning experiences within the clusters include vocabulary strategies for learning. Teachers are encouraged to make use of these strategies and to avoid the less meaningful practice of having students copy out dictionary definitions.

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Activating Strategies |

KL-024 Identify on a map of the world Canada's major trading partners and major products traded.

S-304 Analyze physical material and evidence during research.

S-309 Observe patterns and make generalizations based on geographic inquiry.

### Strategy 1: From the World to You

- Working with a partner, students observe a variety of common items used in the classroom and at home (*Examples: clothing, electronic equipment, produce, manufactured food items…*), and identify the country of origin of each.
- Students write the name of the product and the country of origin on a self-stick note.
- Students place self-stick notes over the corresponding country on a large wall map of the the world.
- Students observe any patterns that might emerge *(Examples: most fresh produce coming from Canada or the U.S. MP3 players from Japan…)* and speculate on reasons for such patterns.

---

KE-049 Identify current issues related to industry and trade. *Include: sustainable development, balance of trade.*

KL-024 Identify on a map of the world Canada's major trading partners and major products traded.

S-100 Collaborate with others to achieve group goals and responsibilities.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

### Strategy 2: Current Canadian Trade Issues

- Working in small groups, students examine recent newspapers, TV news, or news websites to collect headlines and stories related to issues of industry and trade.
- Students clip or print the articles, make brief notes on TV news items, and organize them by trade item or countries involved.
- Students post headlines on a bulletin board and determine trends or patterns in the type of issue and region or countries involved.
- Classmates record in their course notebooks trade issues and/or countries involved in trade issues.

---

KI-006 Give examples of increasing involvement of Aboriginal peoples in business and industry in Canada. *Examples: eco-tourism, APTN (media production), airlines...*

S-303 Reconsider personal assumptions based on new information and ideas.

S-401 Use language that is respectful of human diversity.

### Strategy 3: Aboriginal Peoples in Business and Industry

- Using the Listen-Think-Pair-Share strategy, provide students with information and examples about Aboriginal involvement in business and industry in Canada.
- Students individually make notes on the examples provided, then brainstorm any further examples of Aboriginal involvement in business and industry.
- Students then work with a partner and add new information or make corrections, compiling their responses in an organizer.
- Students share examples with the class and make a master list on the board or flip chart.
- As a class, students discuss the significance of the increasing involvement of Aboriginal peoples in business and industry in Canada.

---

Teacher Reflections

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Activating Strategies** | |
| • Assess the student's placement of self-stick notes on the map for her or his prior knowledge of Canada's major trading partners and products traded.<br>• Assess the student's skill in analyzing a variety of items and determining their origins.<br>• Monitor and assess observations made for the student's skill in observing patterns and making generalizations about major world trading partners and major products traded. | • Encourage students to include a variety of common items from the classroom as well as from home. These might include pens and pencils, classroom furniture, computers and related technology items, books, personal items, clothing, appliances, entertainment items, fresh produce, and manufactured food items.<br>• A large wall map of the world<br>• Self-stick notes |
| • Assess headlines, articles, and notes for the student's knowledge of Canada's major trading partners and current issues related to industry and trade.<br>• Monitor group work for the student's skill in collaborating with others to achieve group goals and responsibilities. (See BLMs G-1, G-2.)<br>• Assess the student's skill in selecting information from a variety of sources. (See BLM G-9.) | • Access to newspapers, magazines, TV/radio news, and the Internet<br>• BLM G-1: Group Performance: Assessment Scale<br>• BLM G-2: Group Performance: Self-Assessment Scale<br>• BLM G-9: Selecting Information: Checklist<br>• Wall map of the world<br>• News articles may be kept for use in a subsequent Acquiring Strategy. |
| • Assess the Listen-Think-Pair-Share organizer and notes for the student's knowledge of Aboriginal involvement in business and industry in Canada.<br>• Monitor work with partners and class discussions for the student's skill in reconsidering personal assumptions based on new information.<br>• Monitor work with partners and class discussions for the student's skill in using language that is respectful of human diversity. | • You may provide examples of Aboriginal business involvement, such as the Aboriginal Peoples Television Network, handicraft shops, or artists.<br>• The following websites provide information on Aboriginal businesses in Canada: Aboriginal Business Canada (Industry Canada) at <http://strategis.ic.gc.ca/epic/internet/inabc-eac.nsf/en/home> and the Canadian Council for Aboriginal Business at <http://www.ccab.com>.<br>• Nearby First Nations Band Offices may be able to provide examples of local Aboriginal businesses.<br>• Encourage any Aboriginal students in the class to share knowledge of examples.<br>• SFAL 6.13: Listen-Think-Pair-Share |

Teacher Reflections

Targeted Learning Outcomes

Suggested Teaching/Learning Strategies

*Students will...*

KE-049 Identify current issues related to industry and trade. *Include: sustainable development, balance of trade.*

VE-011 Be willing to consider the economic implications of their consumer choices.

S-104: Seek consensus in collaborative problem solving.

S-107 Make decisions that reflect social responsibility.

## Activating Strategies

### Strategy 4: Making Wise Consumer Choices

- Using the Listen-Think-Pair-Square strategy, students individually read the consumer choice situations (see BLM 4-3), and write responses in an organizer.
- Students work with a partner, share responses, and make corrections or additions to their lists.
- Student partners join with another pair and try to reach a consensus concerning the economic implications of consumer choices, and suggest ways that they can make socially responsible choices.
- Students individually record examples of socially responsible choices.
- Students share views and suggestions with the class.
- Class members record additional examples of socially responsible choices in their organizers.

*Students will...*

KL-024 Identify on a map of the world Canada's major trading partners and major products traded.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-202 Select and use appropriate tools and technologies to accomplish tasks. *Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*

## Acquiring Strategies

### Strategy 1: Using GIS to Map Canada's Trading Partners

- Working with a partner, students use print and electronic resources to research Canada's major trading partners and major products traded.
- Students use Geographic Information Systems (GIS) software to create an electronic map showing Canada's major trading partners.
- Students devise appropriate symbols and icons and place them appropriately to represent major import and export products of Canada's trading partners.
- Students create a GIS layout of a map and add appropriate map requirements.
- Students present and demonstrate maps to the class.
- Class members individually record information about major trading partners and products in an organizer. Organizer headings could include: Country, Continent, Major Products Exported, and Major Products Imported.

Teacher Reflections

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Activating Strategies** | |
| • Assess the organizer for the student's knowledge of issues related to industry and trade.<br>• Monitor and observe group work and discussions for evidence of the student's willingness to consider the implications of her or his own consumer choices.<br>• Observe and monitor the student's work in pairs and sharing of views for her or his skill in seeking consensus in collaborative problem solving.<br>• Monitor discussion and assess the organizer for the student's skill in making decisions that reflect social responsibility. | • Matters of personal values can be sensitive, and students should be encouraged to explain their positions and to be open to others' ideas.<br>• BLM 4-3: Making Consumer Choices<br>• BLM G-1: Group Performance: Self-Assessment Scale<br>• TN 35: Reaching Consensus |
| **Acquiring Strategies** | |
| • Assess the GIS map and information organizer for the student's knowledge of Canada's trading partners and major products traded.<br>• Assess the student's skill in selecting information from a variety of sources. (See BLM G-9.)<br>• Monitor pairs' progress and assess the GIS map for the student's skill in selecting and using appropriate tools and technologies to create her or his map. | • Access to library resources, atlases, and the Internet for research<br>• Access to computers, GIS software, *ArcCanada* data, and LCD projector<br>• BLM G-9: Selecting Information: Checklist<br>• TN 8: Geographic Information Systems (GIS)<br>• Students may use information acquired in previous learning in this cluster for this strategy.<br>• Depending on students' GIS skills, they may wish to develop hotlinks to particular countries and to lists of trade goods or issues related to trade with those countries, and develop data tables relating to Canada's trading partners and major products traded. |

Teacher Reflections

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Acquiring Strategies |

KL-024 Identify on a map of the world Canada's major trading partners and major products traded.

KE-049 Identify current issues related to industry and trade. *Include: sustainable development, balance of trade.*

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

## Strategy 2: Canada's Foreign Trade

- Working in small groups, students search print and electronic resources for news articles dealing with current issues of industry and trade and Canada's major trading partners.
- Students identify major products by category and by whether they are being exported and imported, and identify issues related to trade. *Examples: trade balance, free trade, protectionism, tariffs, health concerns such as BSE, and economic, political and environmental factors…*
- Students record information using the Fact-/Issue-Based Article Analysis organizers.
- Students post articles on the bulletin board and present their analysis to the class.
- Students also prepare a map showing Canada's trading partners (both for exports and imports).
- Class members make notes listing Canada's major trading partners and issues related to trade in their course notebooks.

KI-006 Give examples of increasing involvement of Aboriginal peoples in business and industry in Canada. *Examples: eco-tourism, APTN (media production), airlines...*

S-303 Reconsider personal assumptions based on new information and ideas.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

## Strategy 3: Aboriginal Businesses: A Growth Industry

- Working with a partner or in a small group, students use print and electronic resources to research a specific Canadian Aboriginal business venture; each group selects a different business to investigate to facilitate interdependent learning.
- Students determine/investigate the nature of the business venture and develop an information sheet describing its origin, location, product or service provided, marketing, employment, impact on the local economy, et cetera. (See BLM 4-5.)
- Students post information sheets for a Gallery Walk.
- Following the Gallery Walk, students write an Exit Slip to summarize what they have learned about the increasing involvement of Aboriginal peoples in business and industry in Canada, and to reflect on any personal assumptions that they may reconsider based on this information.

Teacher Reflections

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Acquiring Strategies** | |
| • Assess the map for the student's knowledge of Canada's major trading partners around the world.<br>• Assess the article analysis organizer and notes for the student's knowledge of current issues relating to industry and trade.<br>• Assess the student's skill in selecting information from a variety of sources. (See BLM G-9.)<br>• Assess the map, organizer, and notes for the student's skills in organizing and recording information and referencing sources appropriately. | • News articles collected in the Activating Strategy "Current Canadian Trade Issues" may be useful in this strategy.<br>• Encourage students to make use of GIS software and data sets to create maps.<br>• Access to library resources, computers, and the Internet<br>• BLM G-9: Selecting Information: Checklist<br>• BLM G-33: Map of the World<br>• SFAL 6.114, 6.115: Fact-/Issue-Based Article Analysis<br>• TN 8: Geographic Information Systems (GIS)<br>• TN 23: Note-Taking Strategy<br>• Alternatively, students may focus on a trade organization of which Canada is a member (*Examples: World Trade Organization, North American Free Trade Agreement)*, and research the issues of concern to these organizations. (See BLM 4-4.) |
| • Assess the information sheet and Exit Slip for the student's knowledge of Aboriginal involvement in business and industry in Canada.<br>• Assess the Exit Slip for the student's skill in reconsidering personal assumptions based on new information.<br>• Assess the information sheet and Exit Slip for the student's skill in presenting information and ideas in a variety of formats. | • See the "Aboriginal Organizations" classification in Manitoba and Winnipeg telephone directories (Yellow Pages®) for a list of organizations and businesses.<br>• Access to library resources and the Internet<br>• BLM 4-5: Aboriginal Business Information Sheet<br>• SFAL 6.60: Exit Slips<br>• SFAL 6.80: Gallery Walk<br>• A Manitoba First Nation noted for its successful business ventures is Opaskwayak Cree Nation (OCN) near The Pas. OCN runs its own Business Development Corporation (Paskwayak) that operates a shopping mall and a number of other business concerns, including a casino. (See <http://www.opaskwayak.mb.ca> for additional information.) |

Teacher Reflections

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Applying Strategies |

## Strategy 1: Possible Solutions to Trade Issues

KE-049 Identify current issues related to industry and trade. *Include: sustainable development, balance of trade.*

KL-024 Identify on a map of the world Canada's major trading partners and major products traded.

S-307 Propose and defend innovative options or solutions to address issues and problems.

S-301 Consider the context of events, accounts, ideas, and interpretations.

- Students work in small groups to examine a current trade issue affecting Canada (each group selects a different issue), and propose solutions on how the issue should be resolved.

  Students use the RAFT (Role, Audience, Format, Topic) strategy and pretend they are advisors to the Minister of International Trade. They develop a briefing paper to include an overview of the issue, their suggested course of action to resolve the problem, and possible consequences. (BLMs G-22, G-23, or G-25 may be helpful.)
- Students present briefing papers to the "Minister" (rest of the class).
- Class members record information in an organizer (see BLM 4-8) to make a list of issues raised, proposed solutions, possible consequences, and countries affected. Organizer headings could include: Summary of Issue, Country Affected, Suggested Course of Action, Positive Consequences, and Negative Consequences.

## Strategy 2: Rules for Fair Trade

KE-049 Identify current issues related to industry and trade. *Include: sustainable development, balance of trade.*

VE-011 Be willing to consider the economic implications of their consumer choices.

S-102 Make decisions that reflect fairness and equality in their interactions with others.

S-305 Compare diverse perspectives and interpretations in the media and other information sources.

- Students work with a partner to develop a proposed set of rules and guidelines for conducting fair trade within Canada and/or with other countries, and to encourage the public to consider the economic implications of their consumer choices.
- Students consider factors such as working conditions and wages for workers, labour laws, sweatshops, mark-up and profit margins for multinational corporations, et cetera.
- Students include a statement to justify the need for rules and guidelines for fair trade.
- Students display rules and guidelines developed in brochure, poster, or electronic presentation format to share with the class. (See BLMs G-7, G-8.)
- Class reviews proposals for fair trade and seeks consensus on the most suitable set of rules and guidelines.
- Class members write a journal entry indicating their choice of best fair trade guidelines and reasons for their choice.

## Strategy 3: Support Aboriginal Business: Persuasive Writing

KI-006 Give examples of increasing involvement of Aboriginal peoples in business and industry in Canada. *Examples: eco-tourism, APTN (media production), airlines...*

VE-011 Be willing to consider the economic implications of their consumer choices.

S-401 Use language that is respectful of human diversity.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

- As a class, students review techniques on how to write a persuasive article. (See TN 25.)
- Working individually, students identify a local, regional, or national Aboriginal business, and write a composition to persuade consumers to patronize this business.
- Students focus on reasons why the public should support Aboriginal businesses (aside from merely acquiring a product or service).
- Students display or present compositions to the class.
- Class members make notes and record in their course notebooks reasons given to support Aboriginal businesses.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Applying Strategies** | |
| • Assess the briefing paper and organizer for the student's understanding of current issues relating to industry and trade.<br>• Assess the briefing paper and organizer for the student's knowledge of Canada's trading partners and major products traded.<br>• Assess the briefing paper for the student's skill in proposing and defending innovative options or solutions to address trade issues.<br>• Monitor group work and assess the briefing paper for the student's skill in considering the context of events, accounts, ideas, and interpretations. | • Students may refer to previous learning in this learning experience for examples and related information of issues they might select.<br>• Encourage students to be as realistic as possible and to carefully consider the possible implications of suggested solutions.<br>• BLM G-22: Pro and Con Discussion Chart<br>• BLM G-23: Making up Your Mind<br>• BLM G-25: Decision Tree<br>• SFAL 6.77: RAFT (Role, Audience, Format, Topic)<br>• TN 21: Developing a Briefing Paper |
| • Assess the presentation and journal entries for the student's knowledge and understanding of current issues related to industry and trade.<br>• Monitor group work, the presentation, and journal entries for evidence of the student's willingness to consider the economic implications of her or his own consumer choices.<br>• Observe and monitor group work and assess rules and guidelines for the student's skill in making decisions that reflect fairness and equality.<br>• Observe and monitor group work to assess the student's skill in comparing diverse perspectives and interpretations in the media and other information sources. | • Students may find useful information from development education and fair trade organizations such as Mennonite Central Committee (Ten Thousand Villages stores), The Marquis Project (Worldly Goods Store), Oxfam Canada Fair Trade Initiatives, and other similar groups.<br>• "The Fair Game," developed by the Marquis Project, is a series of short role-playing games that explore the costs and benefits of fair world trading systems. (See <http://www.marquisproject.com/fairgame.html> for details.)<br>• BLM G-7: Checklist for Creating Visuals<br>• BLM G-8: Assessment Guide for Visuals<br>• TN 15: Creating a Brochure<br>• TN 16: Creating an Electronic Presentation<br>• TN 18: Creating a Poster<br>• TN 22: Journal Writing in Geography |
| • Assess the composition and notes for the student's knowledge of Aboriginal involvement in business and industry in Canada.<br>• Observe the student's work and assess the composition for evidence of his or her willingness to consider the economic implications of consumer choices.<br>• Assess the composition for the student's skill in using respectful language.<br>• Assess the composition for the student's skill in presenting information and ideas in a persuasive manner appropriate for audience and purpose. | • Students review previous activities in this learning experience for examples of Aboriginal businesses and industries.<br>• Access to Aboriginal newspapers and telephone directories for examples of businesses<br>• BLM G-12: Peer Writing Assessment (Social Studies)<br>• TN 25: Persuasive Writing |

Targeted Learning Outcomes

*Students will...*

KE-049 Identify current issues related to industry and trade. *Include: sustainable development, balance of trade.*

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

Suggested Teaching/Learning Strategies

Applying Strategies

## Strategy 4: Trading Terminology

- Working with a partner, students list terms related to this learning experience on industry and trade.
- Students define the concepts industry and trade, using the Concept Overview organizer. (See SFAL 6.112.)
- Students use either the Word Cycle (see SFAL 6.99) or the Three-Point Approach (see SFAL 6.101) strategies to demonstrate their understanding of related terminology.
- Students exchange organizers to read and note any necessary corrections or additions.

Teacher Reflections

## Suggested Assessment Strategies

### Applying Strategies

- Assess the organizer for the student's knowledge and understanding of issues related to industry and trade.
- Assess the organizer for the student's skill in presenting information in a variety of formats.

## Teacher Tips and Resources

- Terminology may include the following: primary, secondary, tertiary, quaternary industry, raw materials, manufacturing, services, value added, imports, exports, balance of trade, fair trade, et cetera.
- SFAL 6.99: Word Cycle
- SFAL 6.101: Three-Point Approach for Words and Concepts
- SFAL 6.112: Concept Overview

## Teacher Reflections

## Learning Experience 4.3: Globalization

| | |
|---|---|
| KG-039 | Define the concept of globalization and identify related social issues. |
| VG-008 | Be willing to consider the social and environmental impacts of their consumer choices. |
| S-100 | Collaborate with others to achieve group goals and responsibilities. |
| S-102 | Make decisions that reflect fairness and equality in their interactions with others. |
| S-107 | Make decisions that reflect social responsibility. |
| S-200 | Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary. |
| S-201 | Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...* |
| S-304 | Analyze physical material and evidence during research. |
| S-305 | Compare diverse perspectives and interpretations in the media and other information sources. |
| S-306 | Analyze prejudice, racism, stereotyping, and other forms of bias in the media and other information sources. |
| S-308 | Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. *Include: student-gathered data.* |
| S-309 | Observe patterns and make generalizations based on geographic inquiry. |
| S-400 | Listen to others to understand their perspectives. |
| S-401 | Use language that is respectful of human diversity. |
| S-403 | Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...* |
| S-405 | Articulate their perspectives on issues. |

## Description of Learning Experience

In this learning experience, students are introduced to the concept of globalization as it relates to industry and trade. Students consider a variety of issues and challenges brought about by increasing trends towards globalization. This learning experience also encourages students to consider the social and environmental implications of their personal consumer choices.

## Vocabulary Focus

The following vocabulary is important for Learning Experience 4.3: Globalization.

| | | |
|---|---|---|
| Americanization | foreign aid | migration |
| consumer choices | global village | migratory workers |
| cultural identity | globalization | multinational |
| developed countries | human development index | outsourcing |
| developing countries | human rights | per capita |
| environmental impact | integration | social impact |
| ethical consumerism | life expectancy | tied aid |

## Vocabulary Study Strategies

Please see **Appendix A: Content-Area Vocabulary Study Strategies** for suggested strategies to incorporate vocabulary studies into the learning experiences. Further vocabulary strategies are found in Vocabulary Strategies 6.31–6.36 and Information Processing Strategies 6.49–6.53 in *Success for All Learners: A Handbook on Differentiating Instruction* [referred to in this document as SFAL] (Manitoba Education and Training, 1996). In addition, a number of learning experiences within the clusters include vocabulary strategies for learning. Teachers are encouraged to make use of these strategies and to avoid the less meaningful practice of having students copy out dictionary definitions.

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Activating Strategies |

KG-039 Define the concept of globalization and identify related social issues.

S-400 Listen to others to understand their perspectives.

S-401 Use language that is respectful of human diversity.

### Strategy 1: Globalization 101

- Students use the Mind Maps strategy to brainstorm what they know about globalization and related social issues.
- Students write the key word (globalization) on a sheet of paper, and individually list some things they know about globalization, name some multinational companies, and identify related social issues.
- Students discuss their knowledge with a partner to add information or make corrections.
- Student pairs share Mind Maps with the class and create a "collective" Mind Map on the board.
- Students write an Exit Slip to define globalization and discuss its effects on them.

---

KG-039 Define the concept of globalization and identify related social issues.

VG-008 Be willing to consider the social and environmental impacts of their consumer choices.

S-304 Analyze physical material and evidence during research.

S-309 Observe patterns and make generalizations based on geographic inquiry.

### Strategy 2: Students: Walking Evidence of Globalization

- Using the Listen-Think-Pair-Share strategy, students work individually to examine tags on their clothing and electronic items to determine their country of manufacture. Students then record their findings in an organizer.
- Students share with a partner and add information or make corrections.
- Student pairs write the name of the item and country of manufacture on a self-stick note, and attach the notes over the corresponding countries on a large wall map of the world.
- As a class, students examine the distribution of self-stick notes on the world map, and determine any patterns that may be evident and possible reasons for these patterns.
- Student pairs use the Geography Questions Organizer (see BLM G-20) to analyze what they have learned about globalization in the context of Gritzner's definition of geography.

---

KG-039 Define the concept of globalization and identify related social issues.

VG-008 Be willing to consider the social and environmental impacts of their consumer choices.

S-405 Articulate their perspectives on issues.

### Strategy 3: Going Global: Headlines in the News

- After briefly introducing this learning experience, have students write an Admit Slip to predict the nature of this learning experience and what they expect from it.
- Working in small groups, students search recent magazines and newspapers, watch TV news, or view Internet news sites for stories that deal with globalization and related social issues.
- Students clip or print the article headlines, and create a headline for the TV stories.
- Students post headlines on a bulletin board and, as a class, discuss specific companies and countries identified, and specific social issues that are evident from the stories.
- Students write an Exit Slip to reflect on their predictions about the learning experience, what they have learned about the concept of globalization and related social issues, and list any questions that remain unanswered.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Activating Strategies** | |
| • Assess the Mind Map and Exit Slip for the student's prior knowledge of the concept of globalization and related social issues.<br>• Observe and monitor work in pairs for the student's skill in listening to others to understand their perspectives. (See BLM G-5.)<br>• Monitor work in pairs and assess the Exit Slip for the student's skill in using language that is respectful of human diversity. | • Students may require a brief introduction to the concept of globalization and related social issues to help them generate their own ideas and examples.<br>• BLM G-5: Listening Skills: Observation Checklist<br>• SFAL 6.24: Mind Maps<br>• SFAL 6.60: Exit Slips<br>• The Center for Strategic and International Studies (CSIS) provides background information, resource materials, and lesson plans relating to globalization. (See <http://www.globalization101.org>.) |
| • Assess Think-Pair-Share and Geography Questions organizers for the student's knowledge of globalization and related social issues.<br>• Observe the student's skill in analyzing physical material evidence.<br>• Monitor work in pairs and assess the student's skill in observing patterns and making generalizations. | • You may ask students to examine additional clothing and electronic items at home, or to bring a collection of various items to class for student analysis to generate a more detailed list for this learning experience.<br>• BLM G-20: Geography Questions Organizer<br>• SFAL 6.13: Listen-Think-Pair-Share<br>• Self-stick notes<br>• Wall map of the world |
| • Assess Admit and Exit Slips for the student's prior knowledge and understanding of the concept of globalization and related social issues.<br>• Monitor discussion and responses in the Exit Slip for evidence of the student's willingness to consider the social and environmental impact of his or her consumer choices.<br>• Monitor discussion and assess Admit and Exit Slips for the student's skill in articulating her or his perspectives on globalization. (See BLM G-10.) | • Access to magazines, newspapers, TV news, the Internet<br>• Access to library resources including vertical files (collection of news clippings)<br>• BLM G-10: Articulating Perspectives: Observation Checklist<br>• SFAL 6.6: Admit and Exit Slips<br>• TN 33: Articulating Perspectives on Issues<br>• Students may clip the entire article for potential use in subsequent learning. |

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Acquiring Strategies |

KG-039 Define the concept of globalization and identify related social issues.

VG-008 Be willing to consider the social and environmental impacts of their consumer choices.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

## Strategy 1: Globalization: Good or Bad?

- Working with a partner, students use the Collaborative Reading strategy to read the article "Globalization: Positive or Negative?" (See BLM 4-6.)
- Partners take turns reading a short section aloud, and then comment on what has been read.
- The listener then comments on the reading before proceeding to read the next section.
- Students continue the cycle of reading, speaking, and listening until they complete the article.
- Individually, students record information in the Pro and Con Discussion Chart.
- As a class, students discuss responses in the Pro and Con Discussion Chart.
- Class members made corrections or additions to their Pro and Con Discussion Chart.

KG-039 Define the concept of globalization and identify related social issues.

VG-008 Be willing to consider the social and environmental impacts of their consumer choices.

S-100 Collaborate with others to achieve group goals and responsibilities.

S-107 Make decisions that reflect social responsibility.

## Strategy 2: Multifaceted Multinationals

- Working in small groups, students use print and electronic resources to access information about the operations of a multinational company (each group researches a different company).
- Students research the company and identify any related social issues (both positive and negative) generated in less-developed countries.
- Students also identify ways of using the influence of their consumer choices to affect the social and environmental impacts of globalization.
- Students identify on a map the locations of their company's operations.
- Students use electronic presentation software to share their findings with the class.
- Class members take notes on multinational companies listed, including details about their locations, operations, and social and environmental impacts.

KG-039 Define the concept of globalization and identify related social issues.

S-305 Compare diverse perspectives and interpretations in the media and other information sources.

S-306 Analyze prejudice, racism, stereotyping, and other forms of bias in the media and other information sources.

S-308 Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. *Include: student-gathered data*.

## Strategy 3: Globalization: Analyzing the Issues

- Working in small groups, students search recent magazines and newspapers, watch TV news, or view Internet news sites for stories about globalization and related social issues.
- Students clip or print articles and summarize TV or radio news stories for analysis.
- Students use the News Article Analysis guide to record details related to their analysis. (See BLM G-26.)
- Students post stories on the bulletin board and share analyses with the rest of the class.
- Class members list issues related to globalization in their course notebooks.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Acquiring Strategies** | |
| • Assess responses on the Pro and Con Discussion Chart for the student's understanding of the concept of globalization and related social issues.<br>• Monitor student discussion and assess the Pro and Con Discussion Chart for evidence of the student's willingness to consider the social and environmental impacts of her or his consumer choices.<br>• Assess the Pro and Con Discussion Chart for the student's skill in organizing and recording information. | • If students are not familiar with the Collaborative Reading strategy, you may need to model this approach and give examples of relevant observations from the reading.<br>• BLM 4-6: Globalization—Positive or Negative?<br>• BLM G-22: Pro and Con Discussion Chart<br>• SFAL 6.45: Collaborative Reading Strategy<br>• As an enrichment activity for the reading on globalization, students may complete a Concept Overview organizer (see SFAL 6.112) or use an Information Frame (see SFAL 6.51 and 6.103).<br>• You may wish to find news articles about globalization that could be analyzed using this strategy. |
| • Assess the presentation and notes for the student's understanding of globalization and related social issues.<br>• Assess the presentation and notes for evidence of the student's willingness to consider the social and environmental impacts of his or her consumer choices.<br>• Observe and monitor the student's skills in collaborating with others to achieve group goals and responsibilities. (See BLM G-1.)<br>• Assess the presentation and notes for the student's skill in making decisions that reflect social responsibility. | • Students may need examples of multinational companies to help generate their own list of choices. These could include companies in the garment industry, food production, electronics, and resource extraction.<br>• Access to newspapers, magazines, and the Internet<br>• Access to computers and appropriate presentation software (*PowerPoint*)<br>• BLM G-1: Group Performance: Assessment Scale<br>• TN 8: Geographic Information Systems (GIS)<br>• TN 16: Creating an Electronic Presentation<br>• TN 23: Note-Taking Strategy<br>• TN 24: The Inquiry Process (Conducting Research)<br>• The mapping component could be achieved through the use of GIS software and data. |
| • Assess the News Article Analysis guide and notes for the student's understanding of globalization and related social issues.<br>• Monitor responses in the latter part of the News Article Analysis guide for the student's skill in comparing diverse perspectives and interpretations in the media and evaluating information from a variety of sources.<br>• Monitor sharing and the News Article Analysis guide for the student's skill in analyzing forms of bias in the media and other information sources. | • You may need to provide a mini-lesson on media interpretations and bias, and on the importance of reading a variety of sources and evaluating them carefully.<br>• Access to newspapers and magazines for clipping articles<br>• Access to TV, radio, and the Internet for news stories<br>• BLM G-26: News Article Analysis<br>• Alternatively, students may use the Fact-/Issue-Based Article Analysis organizers in SFAL 6.114 and 6.115. |

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Applying Strategies |

KG-039 Define the concept of globalization and identify related social issues.

VG-008 Be willing to consider the social and environmental impacts of their consumer choices.

S-102 Make decisions that reflect fairness and equality in their interactions with others.

S-107 Make decisions that reflect social responsibility.

## Strategy 1: Ethical Global Consumers

- Working in small groups, students prepare an informational brochure, poster, or electronic presentation to educate the public about the social impact of globalization and to encourage fair trade practices (each group explores a different aspect of globalization).
- Students review information acquired in this learning experience for use in their brochure or presentation.
- Students include suggestions for action that the public can take to improve the social and environmental conditions in countries where multinational companies operate.
- Students share findings with the class through presentations, or by displaying the brochure or poster.
- Class members take notes in their course notebooks on the social impact of globalization and fair trade practices.

---

KG-039 Define the concept of globalization and identify related social issues.

VG-008 Be willing to consider the social and environmental impacts of their consumer choices.

S-107 Make decisions that reflect social responsibility.

## Strategy 2: Making Consumer Choices

- Students review aspects of social and environmental issues related to globalization from previous learning.
- Working individually, students read the consumer choice situations in Making More Consumer Choices (see BLM 4-7), and identify their response to the dilemma on the Making up Your Mind organizer (see BLM G-23).
- Students then join a partner to compare responses and discuss the impact of various courses of action.
- Student pairs present points of view to the class and further discuss the possible choices, solutions, and consequences.
- Students write an Exit Slip to describe their point of view on the effects of their consumer choices.

---

KG-039 Define the concept of globalization and identify related social issues.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

## Strategy 3: Globalization: What It All Means

- Working individually, students note terms in bold print in the article "Globalization: Positive or Negative?" (see BLM 4-6), and select any two words and identify a possible connection between them.
- Students use the Word Cycle to explain the relationship between the two terms. (See SFAL 6.99.)
- Students continue the process with other boldprint terms from the article until the Word Cycle is complete.
- Students exchange Word Cycle organizers to read and note any necessary corrections or additions.

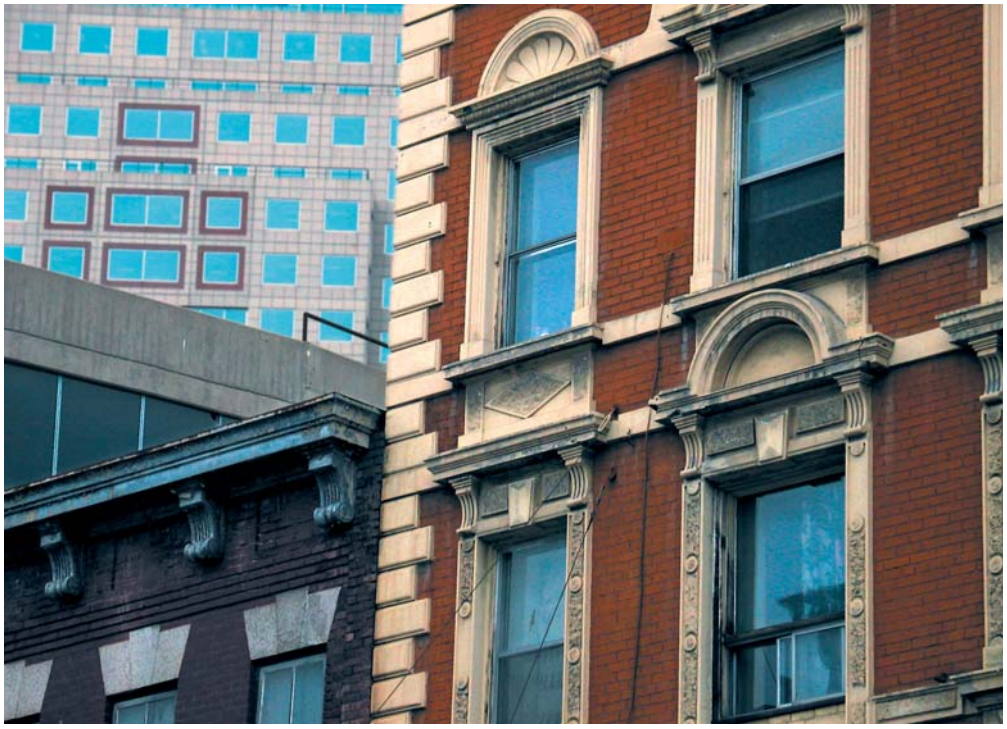
| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Applying Strategies** | |
| • Assess the brochure, poster, or electronic presentation and notes for the student's understanding of globalization and related social issues. (See BLM G-7; BLM G-8 can be used or adapted.)<br>• Assess suggestions for action for evidence of the student's willingness to consider the social and environmental impact of her or his consumer choices.<br>• Assess suggestions for action for the student's skill in making decisions that reflect fairness, equality, and social responsibility. | • Access to computers, the Internet, and necessary art supplies<br>• BLM G-7: Checklist for Creating Visuals<br>• BLM G-8: Assessment Guide for Visuals<br>• TN 15: Creating a Brochure<br>• TN 16: Creating an Electronic Presentation<br>• TN 18: Creating a Poster<br>• Students may find additional information on ethical consumerism from development and church organizations.<br>• For enrichment, students may invite a speaker from a development or church organization, or from a less-developed country, to address the class on issues related to globalization. |
| • Monitor pair and class discussions and assess the Exit Slip for the student's understanding of globalization and related social and environmental issues.<br>• Assess student responses, the Making up Your Mind organizer, and Exit Slip for evidence of the student's willingness to consider the social and environmental impacts of his or her consumer choices.<br>• Assess the Making up Your Mind organizer and Exit Slip for the student's skill in making decisions that reflect social responsibility. | • BLM 4-7: Making More Consumer Choices<br>• BLM G-23: Making up Your Mind<br>• SFAL 6.60; 6.61: Exit Slips<br>• Alternatively, students may use the Decision Tree to assist in the decision-making process. (See BLM G-27.) |
| • Assess responses in the Word Cycle for the student's knowledge and understanding of globalization and related social issues.<br>• Assess Word Cycle for the student's skill in presenting information in this format. | • BLM 4-6: Globalization—Positive or Negative?<br>• SFAL 6.31, 6.99: Word Cycle<br>• Alternatively, students may use the Three-Point Approach for Words and Concepts to demonstrate their knowledge of terminology related to globalization. (See SFAL 6.101.) |

# *Geographic Issues of the 21st Century*

SENIOR 2

## Urban Places

5 CLUSTER



## Learning Experience 5.1: Rural, Urban, and Remote Places

KL-026 Use examples to distinguish among rural, urban, and remote places.

VL-007 Be willing to consider the merits of living in rural, urban, and remote places.

S-102 Make decisions that reflect fairness and equality in their interactions with others.

S-104 Seek consensus in collaborative problem solving.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-201 Organize and record information in a variety of formats and reference sources appropriately.
*Examples: maps, graphs, tables, concept maps...*

S-202 Select and use appropriate tools and technologies to accomplish tasks.
*Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*

S-302 Draw conclusions and make decisions based on research and various types of evidence.

S-400 Listen to others to understand their perspectives.

S-402 Express informed and reasoned opinions.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

S-405 Articulate their perspectives on issues.

## Learning Experience 5.2: Location and Function of Urban Places

KL-027 Locate major urban centres on a map of the world and on a map of North America.

KL-028 Identify factors that influence the location of urban centres.

KE-050 Use Canadian examples to describe the major functions of urban places. *Examples: administration, service, tourism, transportation...*

KP-042 Identify reasons for the emergence of particular cities as centres of power and wealth. *Include: London, Tokyo, New York.*

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

S-202 Select and use appropriate tools and technologies to accomplish tasks. *Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*

S-203 Construct maps using a variety of information sources and technologies.*Examples: observation, traditional knowledge, compass, Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*

S-204 Select, use, and interpret various types of maps.

S-300 Formulate geographic questions to plan inquiry and research.

S-301 Consider the context of events, accounts, ideas, and interpretations.

S-302 Draw conclusions and make decisions based on research and various types of evidence.

S-309 Observe patterns and make generalizations based on geographic inquiry.

S-402 Express informed and reasoned opinions.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

S-405 Articulate their perspectives on issues.

# Cluster 5: Urban Places

## Learning Experience 5.4: The Impact of Urbanization

KI-007 Analyze urban social issues.

KL-029 Describe the impact of urbanization on Canadian ways of life.

VI-004 Value the social diversity of urban centres.

S-104 Seek consensus in collaborative problem solving.

S-107 Make decisions that reflect social responsibility.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-201 Organize and record information in a variety of formats and reference sources appropriately.
*Examples: maps, graphs, tables, concept maps...*

S-202 Select and use appropriate tools and technologies to accomplish tasks. *Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*

S-203 Construct maps using a variety of information sources and technologies.
*Examples: observation, traditional knowledge, compass, Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*

S-301 Consider the context of events, accounts, ideas, and interpretations.

S-307 Propose and defend innovative options or solutions to address issues and problems.

S-308 Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective.
*Include: student-gathered data.*

S-400 Listen to others to understand their perspectives.

S-401 Use language that is respectful of human diversity.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose.
*Examples: models, displays, multimedia presentations, editorials...*

S-404 Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.

## Learning Experience 5.3: Environmental and Economic Issues

KL-030 Describe urban environmental and economic issues.
*Examples: land use, relationship to hinterland, infrastructure...*

KE-051 Identify issues related to urban growth and decline.

KL-031 Describe the role of urban planning and use examples to illustrate its importance.

VE-012 Appreciate the interdependence between urban centres and hinterlands.

S-100 Collaborate with others to achieve group goals and responsibilities.

S-103 Promote actions that reflect principles of environmental stewardship and sustainability.

S-107 Make decisions that reflect social responsibility.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

S-300 Formulate geographic questions to plan inquiry and research.

S-307 Propose and defend innovative options or solutions to address issues and problems.

S-309 Observe patterns and make generalizations based on geographic inquiry.

S-400 Listen to others to understand their perspectives.

S-401 Use language that is respectful of human diversity.

S-402 Express informed and reasoned opinions.

S-404 Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.

S-405 Articulate their perspectives on issues.

S-406 Debate differing points of view regarding an issue.

## Cluster 5: Urban Places

In this cluster, consisting of four learning experiences, students focus on urbanization and related issues in Canada and around the world. Students become familiar with the terminology related to urbanization, and consider the merits of living in rural, remote, and urban places. Students investigate factors that influence the location of cities, the various functions of urban places, and identify the factors leading to the emergence of mega-cities around the world. Students consider major environmental, economic, and social issues facing modern urban centres. Students also consider the importance of urban planning and are encouraged to value the social diversity of urban centres.

### Learning Experience 5.1: Rural, Urban, and Remote Places

In this learning experience, students examine the concepts of rural, urban, and remote settlements and learn to recognize examples of each. Students consider the advantages and disadvantages of living in each type of settlement, and are encouraged to value the merits of living in rural, urban, and remote places.

- KL-026 Use examples to distinguish among rural, urban, and remote places.
- VL-007 Be willing to consider the merits of living in rural, urban, and remote places.

### Learning Experience 5.2: Location and Function of Urban Places

In this learning experience, students consider the location and function of urban centres in North America and the world.

Students investigate factors that influence the locations of cities and identify the geographic locations of major urban centres on maps of North America and the world. Students examine the major functions of cities and use Canadian examples. In this learning experience, students also identify reasons for the emergence of particular world cities as influential centres of power and wealth.

- KE-050 Use Canadian examples to describe the major functions of urban places. *Examples: administration, service, tourism, transportation...*
- KL-027 Locate major urban centres on a map of the world and on a map of North America.
- KL-028 Identify factors that influence the location of urban centres.
- KP-042 Identify reasons for the emergence of particular cities as centres of power and wealth. *Include: London, Tokyo, New York.*

### Learning Experience 5.3: Environmental and Economic Issues

In this learning experience, students examine many of the critical issues facing rapidly urbanizing societies in Canada and around the world. Students consider urban environmental and economic issues related to land use, infrastructure, and interactions with the hinterlands. Students examine the challenges of urban growth and decline, and the importance of urban planning in the development of better cities in the future. In this learning experience, students will gain an understanding and appreciation of the interdependence between urban centres and their respective hinterlands.

- KE-051 Identify issues related to urban growth and decline.
- KL-030 Describe urban environmental and economic issues.
  *Examples: land use, relationship to hinterland, infrastructure...*
- KL-031 Describe the role of urban planning and use examples to illustrate its importance.
- VE-012 Appreciate the interdependence between urban centres and hinterlands.

### Learning Experience 5.4: The Impact of Urbanization

In this learning experience, students consider the positive and negative impacts of the trend towards increasing urbanization. Students analyze a variety of social issues common in urban centres. Students examine the impact of urbanization on Canadians' lives, with particular emphasis on valuing the social diversity of the population of Canadian cities.

- KI-007 Analyze urban social issues.
- KL-029 Describe the impact of urbanization on Canadian ways of life.
- VI-004 Value the social diversity of urban centres.

## Skills Outcomes for Cluster 5: Urban Places

**Skills for Active Democratic Citizenship**

S-100 Collaborate with others to achieve group goals and responsibilities.

S-102 Make decisions that reflect fairness and equality in their interactions with others.

S-103 Promote actions that reflect principles of sustainability.

S-104 Seek consensus in collaborative problem solving.

S-107 Make decisions that reflect social responsibility.

**Skills for Managing Information and Ideas**

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

S-202 Select and use appropriate tools and technologies to accomplish tasks. *Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*

S-203 Construct maps using a variety of information sources and technologies. *Examples: observation, traditional knowledge, compass, Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*

S-204 Select, use, and interpret various types of maps.

**Critical and Creative Thinking Skills**

S-300 Formulate geographic questions to plan inquiry and research.

S-301 Consider the context of events, accounts, ideas, and interpretations.

S-302 Draw conclusions and make decisions based on research and various types of evidence.

S-307 Propose and defend innovative options or solutions to address issues and problems.

S-308 Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective.
*Include: student-gathered data.*

S-309 Observe patterns and make generalizations based on geographic inquiry.

**Communication Skills**

S-400 Listen to others to understand their perspectives.

S-401 Use language that is respectful of human diversity.

S-402 Express informed and reasoned opinions.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

S-404 Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.

S-405 Articulate their perspectives on issues.

S-406 Debate differing points of view regarding an issue.

## Learning Experience 5.1: Rural, Urban, and Remote Places

| | |
|---|---|
| KL-026 | Use examples to distinguish among rural, urban, and remote places. |
| VL-007 | Be willing to consider the merits of living in rural, urban, and remote places. |
| S-102 | Make decisions that reflect fairness and equality in their interactions with others. |
| S-104 | Seek consensus in collaborative problem solving. |
| S-200 | Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary. |
| S-201 | Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...* |
| S-202 | Select and use appropriate tools and technologies to accomplish tasks. *Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...* |
| S-302 | Draw conclusions and make decisions based on research and various types of evidence. |
| S-400 | Listen to others to understand their perspectives. |
| S-402 | Express informed and reasoned opinions. |
| S-403 | Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...* |
| S-405 | Articulate their perspectives on issues. |

## Description of Learning Experience

In this learning experience, students examine the concepts of rural, urban, and remote settlements, and learn to recognize examples of each. Students consider the advantages and disadvantages of living in each type of settlement, and are encouraged to value the merits of living in rural, urban, and remote places.

## Vocabulary Focus

The following vocabulary is important for Learning Experience 5.1: Rural, Urban, and Remote Places.

| | | |
|---|---|---|
| central business district (CBD) | range | suburb |
| commute | remote | township |
| downtown | rural | urban |
| human development index | rural-urban migration | urbanization |
| population density | section | urban sprawl |
| population distribution | settlement patterns | |
| quality of life | shopping malls | |

## Vocabulary Study Strategies

Please see **Appendix A: Content-Area Vocabulary Study Strategies** for suggested strategies to incorporate vocabulary studies into the learning experiences. Further vocabulary strategies are found in Vocabulary Strategies 6.31–6.36 and Information Processing Strategies 6.49–6.53 in *Success for All Learners: A Handbook on Differentiating Instruction* [referred to in this document as SFAL] (Manitoba Education and Training, 1996). In addition, a number of learning experiences within the clusters include vocabulary strategies for learning. Teachers are encouraged to make use of these strategies and to avoid the less meaningful practice of having students copy out dictionary definitions.

**Where to Find the Blackline Masters (BLMs)**

**Cluster-Specific BLMs** are found in Appendix B. They are coded, for example, BLM 3-2, where the "3" refers to Cluster 3 and the "2" refers to the sequential number.

**General BLMs** are found in Appendix C. They are coded, for example, BLM G-6, where the G refers to "General" and the "6" refers to the sequential number. They are used in multiple strategies.

**Teacher Notes** are found in Appendix D. They are coded TN, and are numbered sequentially (e.g., TN 3 or TN 40).

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | **Activating Strategies** |
| KL-026 Use examples to distinguish among rural, urban, and remote places.<br>VL-007 Be willing to consider the merits of living in rural, urban, and remote places.<br>S-302 Draw conclusions and make decisions based on research and various types of evidence.<br>S-402 Express informed and reasoned opinions. | **Strategy 1: Visualizing Rural, Urban, and Remote Places**<br>• Working with a partner, students examine pictures of rural, urban, and remote places, and sort them according to these three categories.<br>• Students write a short description of each picture, noting characteristics. *Examples: land use, type and density of dwellings, green space, evidence of economic and recreational activities, environmental conditions...*<br>• Students post pictures and accompanying descriptions on a bulletin board for a Gallery Walk.<br>• Students individually select the picture that represents the place where they would most like to live, visit, or explore, and provide reasons for their choices.<br>• Students express their choices and explanations on an Exit Slip and share information with the class. |
| KL-026 Use examples to distinguish among rural, urban, and remote places.<br>VL-007 Be willing to consider the merits of living in rural, urban, and remote places.<br>S-400 Listen to others to understand their perspectives.<br>S-405 Articulate their perspectives on issues. | **Strategy 2: Why Would You Want to Live There?**<br>• Students listen and develop responses to a series of statements made by the teacher about rural, urban, and remote places.<br>• Working individually, students record their initial responses on an organizer. (See BLM 5-1.)<br>• Students discuss responses with a partner and make necessary clarifications and corrections.<br>• Students share views with the class.<br>• Class members form an opinion line-up based on student preferences, ranging from urban to rural to remote; the line then "folds" in half for pair discussions on reasons for their preferences of type of settlement.<br>• Following completion of the learning experience, students write another response to the statements and explain why their opinions have or have not changed. |
| *Students will...* | **Acquiring Strategies** |
| KL-026 Use examples to distinguish among rural, urban, and remote places.<br>VL-007 Be willing to consider the merits of living in rural, urban, and remote places.<br>S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.<br>S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...* | **Strategy 1: Rural, Urban, or Remote: Which Is the Best Place to Live?**<br>• Working with a partner, students use the Collaborative Reading strategy to read the article "Rural, Urban, or Remote: The Best Place to Live?" (See BLM 5-2.)<br>• Student partners develop definitions of the terms "rural," "urban," and "remote," and record their responses in the appropriate spaces in the Four-Part Word Story. (See BLM 5-3.)<br>• Student partners use print or electronic atlases to find examples of each kind of settlement.<br>• Student partners complete the Four-Part Word Story organizer with a drawing to represent each kind of settlement, and complete a list of related words or synonyms.<br>• Student partners share information with the class and add information or make corrections to their organizers.<br>• Class members individually complete a Four-Part Word Story for terms they did not select. |

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Activating Strategies** | |
| • Observe picture selections and assess classification for the student's skill in distinguishing among rural, urban, and remote places.<br>• Assess choices and explanations for the student's willingness to consider the merits of living in rural, urban, and remote places. (See SFAL 6.60.)<br>• Observe the student's placement of pictures into categories to assess her or his skill in drawing conclusions based on research and various types of evidence.<br>• Assess explanations for the student's skill in expressing informed and reasoned opinions. | • Access to a selection of appropriate pictures (Students could search through magazines and newspapers to find and clip pictures of different kinds of settlements.)<br>• SFAL 6.60: Exit Slips<br>• SFAL 6.80: Gallery Walk |
| • Monitor discussions and assess the organizer for the student's knowledge of examples of rural, urban, and remote places.<br>• Assess the organizer for evidence of the student's willingness to consider the merits of living in rural, urban, or remote places.<br>• Observe and monitor partner and class discussions for the student's skill in listening to others to understand their perspectives. (See BLM G-5.)<br>• Monitor discussions and assess written responses for the student's skill in articulating her or his perspectives. (See BLM G-10.) | • Prepare, in advance, statements appropriate to this activity. (See BLM 5-1 for examples.)<br>• Students may need reminders to listen to and respect others' opinions; there are always reasons why people live where they do.<br>• Pictures of rural, urban, and remote places (from previous activity) may help students to clarify their opinions and reasons.<br>• BLM 5-1: Living in Rural, Urban, and Remote Communities<br>• BLM G-5: Listening Skills: Observation Checklist<br>• BLM G-10: Articulating Perspectives: Observation Checklist<br>• TN 33: Articulating Perspectives on Issues |
| **Acquiring Strategies** | |
| • Assess the Four-Part Word Story organizer for the student's knowledge of rural, urban, and remote places and appropriate examples.<br>• Monitor work with partners and assess the organizer for evidence of the student's willingness to consider the merits of living in rural, urban, and remote places.<br>• Observe and monitor the student's skill in selecting appropriate information from the reading and from atlases.<br>• Assess the organizer for the student's skill in organizing and recording information in this format. | • Students may choose to work with examples from Manitoba, Canada, or other countries, or you may assign each group a different region from which to draw examples.<br>• BLM 5-2: Rural, Urban, and Remote Communities—The Best Place to Live?<br>• BLM 5-3: Four-Part Word Story<br>• SFAL 6.45: Collaborative Reading |

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Acquiring Strategies |

KL-026 Use examples to distinguish among rural, urban, and remote places.

S-202 Select and use appropriate tools and technologies to accomplish tasks. *Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*

S-302 Draw conclusions and make decisions based on research and various types of evidence.

### Strategy 2: Quality of Life in Rural, Urban, and Remote Places

- Working in small groups, students use print and electronic resources to investigate possible relationships between the quality of life and the proportion of rural/urban populations in a selection of countries around the world.
- Students select a number of developed, developing, and less-developed countries, and collect information pertaining to the percentage of rural/urban populations and the quality of life as indicated by the Human Development Index (each group selects a different country).
- Using appropriate software, students graph the percentage of urban populations and the Human Development Index in the selected countries.
- Students present statistics and the graph to the class.
- Class members list the countries by category (developed, developing, and less-developed), and observe the statistics and graphs presented.
- Class members take notes indicating the urban/rural percentages and respective Human Development Index (HDI) in each country, and describe the relationship, if any, between the two variables.

KL-026 Use examples to distinguish among rural, urban, and remote places.

VL-007 Be willing to consider the merits of living in rural, urban, and remote places.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

### Strategy 3: Rural, Urban, and Remote Communities in Manitoba

- Working in pairs or small groups, students use print, electronic, and primary resources to collect information on a rural, urban, or remote community in Manitoba (each group selects or is assigned a different community).
- Students describe the location and characteristics of the community. *Examples: size, local physical features, resources, major economic activities, transportation links, services, makeup of the population, any distinctive features, history, or symbols…*
- Students identify the advantages and disadvantages of living in their selected or assigned community.
- Students show the location of their selected community in relation to surrounding features and communities on a map of Manitoba.
- Students present information in poster or electronic format to the rest of the class.
- Students record information from presentations in an organizer. Organizer headings could include: Name of Community, Type of Community (Rural, Urban, Remote), Characteristics, Advantages, and Disadvantages.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Acquiring Strategies** | |
| • Assess the graph, report, and notes for the student's examples to distinguish among rural, urban, and remote places.<br>• Assess the student's skill in selecting and using appropriate tools and technologies to carry out research and construct graphs.<br>• Monitor the report and assess notes for the student's skill in drawing conclusions and making decisions regarding the relationship between urban/rural percentages of population and the Human Development Index. | • Students may need suggestions for identifying developed (Canada, Sweden, Australia), developing (China, Costa Rica, Mexico), and less-developed countries (Burundi, Haiti, Bhutan).<br>• Access to print and electronic atlases and country almanacs<br>• Access to computers, Internet, and graphing software *(Excel, ArcView)*<br>• GIS software can be used to produce comparative graphs of country data that may be found in the *ArcCanada Data Sets* or collected by students from other sources.<br>• TN 8: Geographic Information Systems (GIS)<br>• The Human Development Index (HDI), created by the United Nations, is a composite index that measures a country's average achievements in longevity, knowledge, and standard of living.<br>• Students should be cautioned that an apparent correlation between the degree of urbanization and the Human Development Index is not necessarily a simple cause-and-effect relationship. There may be other factors behind this apparent correlation. |
| • Assess the presentation and organizer for the student's knowledge of examples to distinguish among rural, urban, and remote places.<br>• Assess the presentation and organizer for evidence of the student's willingness to consider the merits of living in rural, urban, and remote places.<br>• Assess the presentation and organizer for the student's skill in presenting information and ideas in a variety of formats appropriate for audience and purpose. | • You may wish to assign selected rural, urban, and remote communities, or allow student groups to choose based on their interests.<br>• Access to library facilities, computers, and the Internet<br>• Access to mapping (GIS) and presentation software (*PowerPoint*)<br>• BLM G-30: Map of Manitoba<br>• TN 8: Geographic Information Systems (GIS)<br>• TN 16: Creating an Electronic Presentation<br>• TN 18: Creating a Poster<br>• TN 24: The Inquiry Process (Conducting Research)<br>• The map may be created using GIS software and data sets.<br>• Websites that may provide useful information include the Manitoba Community Profiles site at <http://www.communityprofiles.mb.ca> and the Statistics Canada Community Profiles section at <http://www.statcan.ca>. |

Targeted Learning Outcomes

*Students will...*

KL-026 Use examples to distinguish among rural, urban, and remote places.

VL-007 Be willing to consider the merits of living in rural, urban, and remote places.

S-102 Make decisions that reflect fairness and equality in their interactions with others.

S-104 Seek consensus in collaborative problem solving.

S-400 Listen to others to understand their perspectives.

Suggested Teaching/Learning Strategies

## Applying Strategies

### Strategy 1: Moving to a Rural, Urban, or Remote Community

- Working in small groups, students perform role-plays of a family making a decision to move from a rural, urban, or remote settlement to another community in Manitoba. (See BLM 5-4 for sample situations.)
- Students play roles of specific family members and present their views about the move to another community, citing both the advantages and disadvantages of the move.
- Students record views expressed on the Pro and Con Discussion Chart or the Making up Your Mind organizer.
- Students in the group must reach a consensus, as a family would, and announce their decision about the move.
- Groups debrief, citing the factors considered in the "family" decision and which factors and/or whose point of view were most/least important in terms of family welfare.

KL-026 Use examples to distinguish among rural, urban, and remote places.

VL-007 Be willing to consider the merits of living in rural, urban, and remote places.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

### Strategy 2: Advertising Your Community

- Following a brief introduction by the teacher, students write an Admit Slip to observe where they are in the learning experience, and what they expect to learn in this class.
- Students work with a partner to create a poster, brochure, or electronic presentation to promote the advantages of life in a selected rural, urban, or remote community in Manitoba or Canada.
- Students list as many desirable factors as they can think of about their selected communities.
- Students share presentations with the class.
- Class members make notes listing the advantages of each of the three kinds of communities identified.
- Students complete an Exit Slip to reflect on things they have learned about each of the rural, urban, and remote places, and to identify any questions that remain unanswered.

Teacher Reflections

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Applying Strategies** | |
| • Monitor group discussion and assess the organizer for the student's knowledge of examples to distinguish among rural, urban, and remote places.<br>• Monitor group discussion and assess the organizer for evidence of the student's willingness to consider the merits of living in each type of community.<br>• Observe and monitor group discussion for the student's skill in making decisions that reflect fairness and equality. (See BLM G-1, G-2.)<br>• Observe and monitor group discussion for the student's skill in reaching consensus and in listening to understand others' perspectives. (See BLM G-5.) | • Students may be able to draw on information compiled in Acquiring Strategies in this learning experience.<br>• BLM 5-4: Making a Family Decision to Move<br>• BLM G-1: Group Performance: Assessment Scale<br>• BLM G-2: Group Performance: Self-Assessment Scale<br>• BLM G-5: Listening Skills: Observation Checklist<br>• BLM G-22: Pro and Con Discussion Chart<br>• BLM G-23: Making up Your Mind<br>• TN 34: Dealing with Controversial Issues<br>• TN 35: Reaching Consensus |
| • Assess the presentation for the student's knowledge of examples to distinguish among rural, urban, and remote places<br>• Assess the presentation for evidence of the student's willingness to consider the merits of living in rural, urban, and remote places. (See BLMs G-3, G-4.)<br>• Assess the student's skill in presenting information and ideas in her or his selected format that are appropriate for audience and purpose. | • You may wish to assign selected rural, urban, and remote communities, or assign all groups to do their own community to observe the variety of suggestions students present.<br>• Students may use information from prior activities in the Acquiring Strategies of this learning experience.<br>• Access to library, computers, and the Internet<br>• SFAL 6.60-61: Admit and Exit Slips<br>• BLM G-3: Oral Presentation: Observation Checklist<br>• BLM G-4: Oral Presentation: Self-Assessment Checklist<br>• BLM G-7: Checklist for Creating Visuals<br>• BLM G-8: Assessment Guide for Visuals<br>• TN 15: Creating a Brochure<br>• TN 16: Creating an Electronic Presentation<br>• TN 18: Creating a Poster<br>• TN 25: Persuasive Writing |

Teacher Reflections

## Learning Experience 5.2: Location and Function of Urban Places

| | |
|---|---|
| KL-027 | Locate major urban centres on a map of the world and on a map of North America. |
| KL-028 | Identify factors that influence the location of urban centres. |
| KE-050 | Use Canadian examples to describe the major functions of urban places. *Examples: administration, service, tourism, transportation...* |
| KP-042 | Identify reasons for the emergence of particular cities as centres of power and wealth. *Include: London, Tokyo, New York.* |
| S-200 | Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary. |
| S-201 | Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...* |
| S-202 | Select and use appropriate tools and technologies to accomplish tasks. *Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...* |
| S-203 | Construct maps using a variety of information sources and technologies. *Examples: observation, traditional knowledge, compass, Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...* |
| S-204 | Select, use, and interpret various types of maps. |
| S-300 | Formulate geographic questions to plan inquiry and research. |
| S-301 | Consider the context of events, accounts, ideas, and interpretations. |
| S-302 | Draw conclusions and make decisions based on research and various types of evidence. |
| S-309 | Observe patterns and make generalizations based on geographic inquiry. |
| S-402 | Express informed and reasoned opinions. |
| S-403 | Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...* |
| S-405 | Articulate their perspectives on issues. |

## Description of Learning Experience

In this learning experience, students consider the location and function of urban centres in North America and the world. Students investigate factors that influence the locations of cities, and identify the geographic locations of major urban centres on maps of North America and the world. Students examine the major functions of cities and use Canadian examples. In this learning experience, students also identify reasons for the emergence of particular world cities as influential centres of power and wealth.

## Vocabulary Focus

The following vocabulary is important for Learning Experience 5.2: Location and Function of Urban Places.

| | | |
|---|---|---|
| administrative centre | hinterland | site |
| central places | industrial city | situation |
| diversified city | low order service | tourism centre |
| economic base | mercantilism | transportation centre |
| function | multiplier effect | urban centre |
| goods and services | resource-based settlement | |
| high order service | service centre | |

## Vocabulary Study Strategies

Please see **Appendix A: Content-Area Vocabulary Study Strategies** for suggested strategies to incorporate vocabulary studies into the learning experiences. Further vocabulary strategies are found in Vocabulary Strategies 6.31–6.36 and Information Processing Strategies 6.49–6.53 in *Success for All Learners: A Handbook on Differentiating Instruction* [referred to in this document as SFAL] (Manitoba Education and Training, 1996). In addition, a number of learning experiences within the clusters include vocabulary strategies for learning. Teachers are encouraged to make use of these strategies and to avoid the less meaningful practice of having students copy out dictionary definitions.

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Activating Strategies |

KL-027 Locate major urban centres on a map of the world and on a map of North America.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

### Strategy 1: What Is Where? Do You Know Your Cities?

- Using the Listen-Think-Pair-Share strategy as an organizer, students individually think of a major city they have visited or know about and write its name on a self-stick note.
- Students share with a partner and try to think of several more cities and write the names on self-stick notes.
- Students place self-stick notes at the appropriate locations on a wall map of the world or North America.
- Using the maps as clues, students identify other major cities that have not yet been identified and mark them with self-stick notes.
- As a class, students eliminate cities that may not be considered major urban centres and add any new ones they can think of.

KL-028 Identify factors that influence the location of urban centres.

S-402 Express informed and reasoned opinions.

S-405 Articulate their perspectives on issues.

### Strategy 2: Why There? Locational Factors of Urban Centres

- In small groups, students brainstorm factors that might influence the location of cities or factors that might determine the original location of settlements that might eventually develop into cities.
- Students study a list of predetermined factors (see BLM 5-5), and classify them into three categories: those that represent locations where cities would likely be located; those where cities would likely not be located; and those where cities might or might not be located.
- Groups share classifications with the class and give reasons for their choices.
- Groups make any necessary changes or corrections to classifications.
- Class members reach consensus on classifying the factors and record them in their course notebooks.
- Individually, students write an Exit Slip to summarize what they have learned about the locational factors of urban centres.

KE-050 Use Canadian examples to describe the major functions of urban places. *Examples: administration, service, tourism, transportation...*

KL-027 Locate major urban centres on a map of the world and on a map of North America.

S-300 Formulate geographic questions to plan inquiry and research.

S-309 Observe patterns and make generalizations based on geographic inquiry.

### Strategy 3: Why Care? The Functions of Urban Centres

- Using the KWL Plus strategy, students brainstorm what they know about the major functions of Canadian urban places.
- Students record the names of places mentioned and the major function of each in the Know column of the KWL Plus organizer.
- Individually and/or in a class discussion, students list questions that they have about the topic, or list in the W column of the organizer the names of other urban places whose major function they are wondering about.
- As the discussion proceeds, students write answers in the L column of the organizer, parallel to their questions.
- Students write the name of each city and its respective function on a self-stick note, and attach it at the appropriate location on a wall map of Canada.
- To conclude the process, students write a summary (the “Plus” part of the KWL organizer) of what they have learned about the functions of Canadian urban centres.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Activating Strategies** | |
| • Assess placement of self-stick notes for the student's prior knowledge of locations of major urban centres on a map of North America or the world.<br>• Observe placement of self-stick notes on the map, and assess the organizer for the student's skill in organizing and recording information appropriately. | • Wall maps of North America and/or the world<br>• Self-stick notes and markers<br>• BLM G-22: Listen-Think-Pair-Share Organizer<br>• SFAL 6.13: Listen-Think-Pair-Share |
| • Assess classifications, notes, and the Exit Slip for the student's knowledge of factors that influence the location of urban centres.<br>• Monitor the group report and assess the Exit Slip for the student's skill in expressing an informed and reasoned opinion and articulating her or his perspectives. (See BLM G-10.) | • Some examples of factors that influenced the location of local towns or cities might help students to better understand the concept and importance of locational factors.<br>• BLM 5-5: Locational Factors of Urban Centres<br>• BLM G-10: Articulating Perspectives: Observation Checklist<br>• SFAL 6.6: Exit Slips<br>• SFAL 6.100: Sort and Predict Frame may be adapted for this learning experience.<br>• TN 33: Articulating Perspectives on Issues |
| • Observe placement of self-stick notes for the student's skill in locating major urban centres on maps of North America and the world.<br>• Assess the KWL Plus organizer for the student's knowledge of major functions of Canadian urban centres.<br>• Assess the W column for the student's skill in formulating geographic questions.<br>• Monitor discussions and examples given for evidence of the student's skill in observing patterns and making generalizations. | • Students may need some examples of the functions of urban centres to help them think of their own examples.<br>• A large wall map of Canada may provide prompts for students to think of examples and identify urban functions.<br>• SFAL 6.20: KWL Plus<br>• SFAL 6.94: KWL Plus Organizer<br>• TN 11: Asking Geographic Questions<br>• TN 12: Asking Questions<br>• Self-stick notes and markers<br>• The KWL Plus strategy could be incorporated with the Listen-Think-Pair-Share strategy in which students record what they know individually, share information, and develop some questions with a partner, then share with the class and record any answers derived from the class discussion. (See SFAL 6.13.) |

Targeted Learning Outcomes

*Students will...*

KL-028 Identify factors that influence the location of urban centres.

KP-042 Identify reasons for the emergence of particular cities as centres of power and wealth. *Include: London, Tokyo, New York.*

S-301 Consider the context of events, accounts, ideas, and interpretations.

Suggested Teaching/Learning Strategies

## Activating Strategies

### Strategy 4: Global Urban Centres of Power and Wealth

- Using the Listen-Think-Pair-Share strategy, students list the names of several cities they think are global urban centres of power and wealth, and give reasons for their selections.
- Students discuss examples and reasons with a partner, and make additions and/or corrections.
- Students share information with the class to develop on the board or flip chart a master list of global centres of power and wealth and reasons for the emergence of these centres.
- Students record information they have compiled from the Listen-Think-Pair-Share strategy in an organizer.
- Students identify on a map of the world the locations of urban centres listed.

*Students will...*

KL-027 Locate major urban centres on a map of the world and on a map of North America.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-203 Construct maps using a variety of information sources and technologies. *Examples: observation, traditional knowledge, compass, Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*

## Acquiring Strategies

### Strategy 1: Mapping Major Urban Centres

- Working with a partner, students use a variety of sources to identify the major urban centres of the world and of North America.
- Students use GIS software to create a map of the world and a map of North America, showing the major urban centres they have identified.
- Students select appropriate symbols and/or colours to identify cities of various population categories on the map.
- Students add the appropriate map basics to their maps. *Examples: title, legend, north arrow, scale…*
- Students use an LCD projector to share maps with the class.
- Class members make corrections or additions to their own maps.

Teacher Reflections

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Activating Strategies** | |
| • Assess the organizer for the student's knowledge of factors that influence the decision to locate certain urban centres where they are, and the reasons for the emergence of particular centres of power and wealth.<br>• Observe and monitor discussions for the student's skill in considering the context of events, accounts, ideas, and interpretations. | • You may wish to direct the discussion to encourage students to think about the geographic location of global centres of power and wealth, the importance of countries in which they are located, and historical factors that might have influenced the evolution of these centres.<br>• BLM G-33: Map of the World<br>• SFAL 6.13: Listen-Think-Pair-Share |
| **Acquiring Strategies** | |
| • Assess the map for the student's knowledge of the geographic locations of major urban centres in the world and in North America.<br>• Observe and monitor the student's research and use of the appropriate type and a variety of e-sources. (See BLM G-9.)<br>• Assess the map for the student's skill in constructing maps using a variety of information sources and technologies. | • Students may need some suggestions about criteria for determining which cities could be considered major urban centres for North America and the world. The following suggestions may be useful: Canada—cities over 500,000; North America—cities over 2,000,000; the world—cities over 5,000,000.<br>• Access to computers with GIS software and the Internet<br>• Atlases with North American and World data tables<br>• LCD projection equipment<br>• BLM G-9: Selecting Information: Checklist<br>• TN 7: Map Types and Properties<br>• TN 8: Geographic Information Systems (GIS)<br>• It may be of interest to note that Canada's largest city (Toronto) was ranked the 58th largest city in the world in 2004. This helps put perspective on the size of Canadian cities in relation to the world major urban centres.<br>• Depending on students' GIS skills, they could add relevant data to the theme tables associated with the cities shown.<br>• Alternatively, students could produce hard copy maps for this learning experience. |

Teacher Reflections

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Acquiring Strategies |

KL-028 Identify factors that influence the location of urban centres.

KE-050 Use Canadian examples to describe the major functions of urban places. *Examples: administration, service, tourism, transportation...*

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

### Strategy 2: Major Urban Centres: What Is Where, Why There, and Why Care? Introduction to Natural Resources

- Working with partners or in small groups, students use print and electronic resources to research a Canadian or North American city (each group selects or is assigned a different city).
- Students collect information on: absolute and relative locations; site and situation of the city; historical locational factors and functions; and current characteristics with respect to locational factors and major functions.
- Students record information on the Urban Places Information Frame. (See BLM 5-6.)
- Students share findings with the class.
- Class members record information from presentations on additional Urban Places Information Frames, and identify the cities on an appropriate map.

---

KL-027 Locate major urban centres on a map of the world and on a map of North America.

KE-050 Use Canadian examples to describe the major functions of urban places. *Examples: administration, service, tourism, transportation...*

S-202 Select and use appropriate tools and technologies to accomplish tasks. *Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*

### Strategy 3: Major Functions of Canadian Urban Centres

- Working with partners, students use print and electronic resources to identify the major functions of Canadian urban places.
- Students use GIS software to create a map showing the urban places selected for study.
- Students use appropriate map symbols (icons) to reflect the major functions identified.
- Students find a digital image that reflects the major functions of the cities identified, and create a hotlink to the appropriate icon. *Example: for Thompson, students might use an image of Thompson or of a mine site in the area, and create a hot link to an icon of a geologist's stone pick.*
- Students use LCD projection equipment to show maps to the class and to demonstrate hotlinks to appropriate images.
- Class members make a record of Canadian urban centres identified, and list in their course notebooks the major function of each.

---

KP-042 Identify reasons for the emergence of particular cities as centres of power and wealth. *Include: London, Tokyo, New York.*

S-300 Formulate geographic questions to plan inquiry and research.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

### Strategy 4: Global Centres of Power and Wealth

- Using the Jigsaw learning strategy and working in small groups, students use print and electronic resources to research three global centres of power and wealth. *Examples: London, Tokyo, New York…*
- Student groups develop a series of geographic questions based on Gritzner's definition of geography to guide inquiry into reasons for the emergence of particular cities as global centres of power and wealth.
- Students divide research questions appropriate for the type of Jigsaw grouping used.
- Students research their respective topics and record information in the form of notes.
- Students communicate information to others in their Jigsaw groupings who record it in the form of notes.
- Students complete an Exit Slip to reflect on what they have learned about the reasons for the emergence of global centres of power and wealth.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Acquiring Strategies** | |
| • Assess the Information Frame for the student's knowledge of locational factors and major functions of Canadian urban centres.<br>• Observe the student's selections for knowledge of appropriate Canadian cities as examples.<br>• Observe and assess the student's skill in selecting information from a variety of sources. (See BLM G-9.)<br>• Assess the Information Frame and map for the student's skill in organizing and recording information in an appropriate format. | • You might suggest a variety of urban centres for study to encourage students to look at different reasons for location decisions and the different functions of urban places.<br>• Access to library resources, computers, and the Internet<br>• Brochures and promotional literature from various cities<br>• BLM 5-6: Urban Places Information Frame<br>• BLM G-9: Selecting Information: Checklist<br>• You may wish to investigate or make use of educational activity suggestions on the City of Winnipeg website at: <www.winnipeg.ca> and follow the links: Pathways to Winnipeg History/Exhibit/An Act of Imagination/Teachers. |
| • Assess the GIS map for the student's knowledge of the locations of major urban centres.<br>• Monitor the presentation and assess the map for the student's knowledge of Canadian examples to describe major functions of urban centres.<br>• Observe and monitor the student's skill in using GIS and LCD tools and technologies to accomplish tasks. | • Students may use information from the Activating Strategy "Why Care? The Functions of Urban Centres."<br>• Access to library resources, computers, and the Internet<br>• Access to LCD projection equipment<br>• Access to GIS *ArcView* software and *ArcCanada Data Sets*<br>• TN 8: Geographic Information Systems (GIS)<br>• Depending on students' GIS skills and time available for this learning experience, students may develop data tables in *ArcView* that include information about the locational factors of the urban centres shown on their maps. |
| • Assess notes and the Exit Slip for the student's understanding of the reasons for the emergence of global centres of power and wealth.<br>• Observe and monitor group work for the student's skill in formulating appropriate geographic questions for research.<br>• Observe notes and monitor the Jigsaw group presentation for the student's skill in presenting information and ideas in a format appropriate for audience and purpose. | • Students may be able to use information from the Activating Strategy "Global Urban Centres of Power and Wealth."<br>• Access to library resources, computers, and the Internet<br>• SFAL 5.9: Jigsaw – A Cooperative Learning Strategy<br>• SFAL 6.53: Note-Making Frames<br>• SFAL 6.60: Exit Slips<br>• TN 3: What Is Where, Why There, and Why Care?<br>• TN 8: Asking Geographic Questions<br>• TN 24: The Inquiry Process (Conducting Research) |

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Applying Strategies |

KL-028 Identify factors that influence the location of urban centres.

KL-027 Locate major urban centres on a map of the world and on a map of North America.

S-309 Observe patterns and make generalizations based on geographic inquiry.

### Strategy 1: Predicting Sites for Urban Centres

- Working with partners, students study a map of an unknown area and identify suitable locations for settlements that may eventually develop into urban centres.
- Students consider locational factors such as landforms, rivers and lakes, soils, climate, and natural resources.
- Students identify potential sites for five major urban centres and 10 smaller secondary centres on each map.
- Students use knowledge from previous learning in this learning experience to explain the rationale for choices of locations.
- When work is completed, students are informed that they have been working on stylized, rotated maps of real-world locations, and are asked to orient their maps and compare them with atlas maps of the respective regions.
- Using a different colour ink, students mark the locations of real cities on their maps for comparison.
- Students write an Exit Slip to reflect on what they have learned about the locational factors of urban centres.

KL-027 Locate major urban centres on a map of the world and on a map of North America.

S-204 Select, use, and interpret various types of maps.

S-302 Draw conclusions and make decisions based on research and various types of evidence.

### Strategy 2: Do You Know Your Cities?

- Working with a partner, students predict what they think are the 10 largest urban areas in the world and the 10 largest urban areas in North America.
- Without reference to atlases or wall maps, students locate these cities, as accurately as possible, on outline maps of North America and the world.
- Pairs report predictions and the class seeks consensus on the correct names of cities in each group.
- Using atlases, almanacs, or websites, students check the accuracy of their predictions and the labelling.
- Students use different symbols or colours to make the necessary corrections on their maps.
- Students list in their course notebooks the 10 largest urban centres in the world and the 10 largest in North America.

KP-042 Identify reasons for the emergence of particular cities as centres of power and wealth. *Include: London, Tokyo, New York.*

S-402 Express informed and reasoned opinions.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

### Strategy 3: Explaining Your Power and Wealth

- Using the RAFT strategy, students use information from this learning experience to write a letter explaining how they became a global urban centre of power and wealth.
- Students take on the role of one of the world's major centres such as London, Tokyo, or New York.
- Students write a monologue on "How I Became a Global City of Power and Wealth" and perform it for the class.
- Students read letters to the class.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Applying Strategies** | |
| • Assess the student's knowledge of factors that influence the location of urban centres based on the reason for the choices she or he made for suitable locations of urban centres.<br>• Assess the map for the student's knowledge of locations of major cities of North America.<br>• Observe and monitor work with partners for the student's skill in observing patterns and making generalizations when determining the locations of the cities. | • Students should not be told that the maps represent real-world locations until they have completed determining the locations of their imaginary cities.<br>• Atlases and/or wall maps of North America and the world<br>• BLM 5-7: Predicting Urban Sites Map 1<br>• BLM 5-8: Predicting Urban Sites Map 2<br>• SFAL 6.60: Exit Slips<br>• Key for Predicting Urban Sites Maps: Map 1 is the Canadian Prairie provinces (selected features have been omitted or stylized to reduce recognition); Map 2 is the southeastern portion of South America. North is to the bottom of the page on both maps; simply turn maps "right-side up" for real-world comparison. |
| • Observe predictions, the corrected map, and notes for the student's knowledge of locations of major urban centres in North America and the world.<br>• Observe and monitor the student's skill in using appropriate maps for locating major urban centres.<br>• Assess the student's skill in drawing conclusions about major urban centres and making decisions based on research. | • Maps could be created using GIS software; however, ensure that students do not use the *ArcView* data tables to get information about the size of cities before making their predictions.<br>• Atlases and/or wall maps of North America and the world<br>• Access to computers and the Internet<br>• BLM G-32: Outline Map of North America<br>• BLM G-33: Outline Map of the World |
| • Assess the student's letter for his or her knowledge of reasons for the emergence of global centres of power and wealth.<br>• Assess the letter developed for the student's skill in expressing informed and reasoned opinions.<br>• Assess the student's skill in presenting information that is appropriate for audience and purpose. | • Students may refer to Acquiring Strategies for information on the emergence of global centres of power and wealth for this learning experience.<br>• SFAL 6.77: RAFT (Role, Audience, Format, Topic) |

## Learning Experience 5.3: Environmental and Economic Issues

| | |
|---|---|
| KL-030 | Describe urban environmental and economic issues. *Examples: land use, relationship to hinterland, infrastructure...* |
| KE-051 | Identify issues related to urban growth and decline. |
| KL-031 | Describe the role of urban planning and use examples to illustrate its importance. |
| VE-012 | Appreciate the interdependence between urban centres and hinterlands. |
| S-100 | Collaborate with others to achieve group goals and responsibilities. |
| S-103 | Promote actions that reflect principles of sustainability. |
| S-107 | Make decisions that reflect social responsibility. |
| S-200 | Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary. |
| S-201 | Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...* |
| S-300 | Formulate geographic questions to plan inquiry and research. |
| S-307 | Propose and defend innovative options or solutions to address issues and problems. |
| S-309 | Observe patterns and make generalizations based on geographic inquiry. |
| S-400 | Listen to others to understand their perspectives. |
| S-401 | Use language that is respectful of human diversity. |
| S-402 | Express informed and reasoned opinions. |
| S-404 | Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions. |
| S-405 | Articulate their perspectives on issues. |
| S-406 | Debate differing points of view regarding an issue. |

## Description of Learning Experience

In this learning experience, students examine many of the critical issues facing a rapidly urbanizing society, in Canada and around the world. Students consider urban environmental and economic issues related to land use, infrastructure, and interactions with the hinterlands. Students examine the challenges of urban growth and decline, and the importance of urban planning in the development of better cities in the future. In this learning experience, students will gain an understanding and appreciation of the interdependence between urban centres and their respective hinterlands.

## Vocabulary Focus

The following vocabulary is important for Learning Experience 5.3: Environmental and Economic Issues.

| | | |
|---|---|---|
| arterial streets | infrastructure | social problems |
| commercial land use | institutional land use | transportation corridors |
| downtown revitalization | land use | unemployment |
| economics | local streets | urban decline |
| expressway | poverty | urban growth |
| fair taxation | rapid transit | urban planning |
| green space | recreational land use | urban renewal |
| industrial land use | residential land use | zoning |

## Vocabulary Study Strategies

Please see **Appendix A: Content-Area Vocabulary Study Strategies** for suggested strategies to incorporate vocabulary studies into the learning experiences. Further vocabulary strategies are found in Vocabulary Strategies 6.31–6.36 and Information Processing Strategies 6.49–6.53 in *Success for All Learners: A Handbook on Differentiating Instruction* [referred to in this document as SFAL] (Manitoba Education and Training, 1996). In addition, a number of learning experiences within the clusters include vocabulary strategies for learning. Teachers are encouraged to make use of these strategies and to avoid the less meaningful practice of having students copy out dictionary definitions.

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Activating Strategies |

KE-051 Identify issues related to urban growth and decline.

KL-030 Describe urban environmental and economic issues. *Examples: land use, relationship to hinterland, infrastructure...*

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

### Strategy 1: Current Urban Issues: Headlines and Images

- Students examine newspapers, magazines, Internet sites, and TV and radio news reports for stories and images concerning urban issues.
- Students clip/print articles, or make brief notes on TV and radio reports, documenting the date and source of each.
- Students organize stories into categories based on issue type. *Examples: land use questions, infrastructure, services, environmental concerns, social problems, growth and decline...*
- Students post articles and images for a Gallery Walk.
- Students create a Mind Map listing the main categories of issues identified by articles and images in the Gallery Walk.

---

KE-051 Identify issues related to urban growth and decline.

KL-030 Describe urban environmental and economic issues. *Examples: land use, relationship to hinterland, infrastructure...*

S-300 Formulate geographic questions to plan inquiry and research.

S-405 Articulate their perspectives on issues.

### Strategy 2: What Do You Know about Urban Issues?

- Using the Focused Free-write strategy, students listen as the teacher reads words related to a variety of urban issues.
- Students write for a few minutes expressing what they know about the subject to be studied.
- Students share writing in small groups and add new information.
- Groups then formulate geographic questions about urban issues that can be used in subsequent Acquiring Strategies.

---

KL-031 Describe the role of urban planning and use examples to illustrate its importance.

S-100 Collaborate with others to achieve group goals and responsibilities.

S-300 Formulate geographic questions to plan inquiry and research.

### Strategy 3: The Importance of Urban Planning

- Using a combination of KWL and Listen-Think-Pair-Share strategies, students brainstorm individually on what they know about urban planning, and identify any examples they can provide.
- Students share knowledge with a partner and add new information to their KWL organizers.
- Student partners formulate geographic questions for further inquiry into the importance of urban planning.
- Student partners report information and questions to the rest of the class.
- Students add new information to organizers as other pairs report to the class.
- The class develops a master list of geographic questions that may guide subsequent Acquiring Strategies.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Activating Strategies** | |
| • Assess articles, notes, and the Mind Map organizer for the student's prior knowledge of urban issues.<br>• Observe sources used for the student's skill in selecting news articles and images dealing with current urban issues.<br>• Assess the Gallery Walk and Mind Map for the student's skill in organizing and recording information and referencing sources appropriately. | • The articles and images collected for this learning experience may be saved for possible use in subsequent Acquiring Strategies.<br>• Access to current and recent newspapers and magazines<br>• Access to the Internet<br>• Access to TV and radio newscasts<br>• SFAL 6.24: Mind Map<br>• SFAL 6.80: Gallery Walk |
| • Assess writing for the student's prior knowledge of urban issues. (See BLM G-11.)<br>• Monitor group activities and assess the student's skill in formulating geographic questions.<br>• Assess sharing and writing for the student's skill in articulating perspectives. (See BLM G-10.) | • Common terms related to urban issues include: downtown, suburbs, shopping malls, big box stores, green space, urban sprawl, urban decay, high population density, crime, housing problems, traffic jam, red light cameras, land use, air pollution, et cetera.<br>• BLM G-10: Articulating Perspectives: Observation Checklist<br>• BLM G-11: Assessment Guide for Paragraphs<br>• SFAL 6.30: Focused Free-write<br>• TN 11: Asking Geographic Questions<br>• TN 12: Asking Questions<br>• TN 33: Articulate Perspectives on Issues |
| • Assess the KWL organizer for the student's prior knowledge of urban issues.<br>• Observe and monitor group work for the student's skill in collaborating with others to achieve group goals and responsibilities. (See BLM G-1.)<br>• Assess the student's skill in formulating appropriate geographic questions. | • BLM G-1: Group Performance: Assessment Scale<br>• SFAL 6.13: Listen-Think-Pair-Share<br>• SFAL 6.20: KWL Plus<br>• SFAL 6.94: KWL Plus Organizer<br>• TN 11: Asking Geographic Questions<br>• TN 12: Asking Questions |

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Acquiring Strategies |

KL-030 Describe urban environmental and economic issues. *Examples: land use, relationship to hinterland, infrastructure...*

KE-051 Identify issues related to urban growth and decline.

KL-031 Describe the role of urban planning and use examples to illustrate its importance.

S-400 Listen to others to understand their perspectives.

### Strategy 1: Urban Experts: Learning from Guest Speakers

- Working in small groups, students review the geographic questions composed in the Activating Strategies.
- After being provided with the questions, students listen to a speaker discuss urban issues.
- During the speaker's presentation, students add information to the L (Learned) column in the KWL organizers started in the Activating Strategies.
- Following the speaker, students work with a partner to share information and make additions and corrections.
- Students complete the Categories and Mapping and Summarization sections in the KWL Plus Organizers.

KL-030 Describe urban environmental and economic issues. *Examples: land use, relationship to hinterland, infrastructure...*

KE-051 Identify issues related to urban growth and decline.

KL-031 Describe the role of urban planning and use examples to illustrate its importance.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

### Strategy 2: Analyzing Current Urban Issues

- Students examine newspapers, magazines, and Internet sites for recent news stories and images concerning urban issues (articles may have been saved from the "Current Urban Issues" activity in this learning experience).
- Students clip/print articles, noting the date and source of each.
- Students analyze articles using the Article Analysis organizers. (See SFAL 6.114, 6.115.)
- Students post articles and present analyses to the class.
- Class members take notes on urban environmental and economic issues, urban growth and decline, and the role of urban planning.

Teacher Reflections

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Acquiring Strategies** | |
| • Assess the KWL Plus Organizer for the student's knowledge of urban issues, growth and decline, and planning.<br>• Observe and monitor the student's skill in listening to others to understand their perspectives. (See BLM G-5.) | • Suggested speakers include urban planners, architects, mayors, reeves, councillors, local government employees who deal with planning and development, and representatives of advocacy groups.<br>• If speakers raise controversial issues, teachers should attempt to have all aspects of the issue represented.<br>• BLM G-5: Listening Skills: Observation Checklist<br>• SFAL 6.20: KWL Plus<br>• SFAL 6.24: KWL Plus Organizer<br>• TN 34: Dealing with Controversial Issues<br>• Alternatively, students view a video that focuses on urban issues to answer geographic questions, using BLM G-27 for analysis. *Example: CBC News in Review…* |
| • Assess the Article Analysis organizer and notes for the student's knowledge and understanding of urban issues, including urban planning.<br>• Assess the student's skill in selecting news items from a variety of sources. (See BLM G-9.) | • Access to current and recent newspapers and magazines<br>• Access to computers and the Internet<br>• Access to information sheets and brochures from various city departments or municipal governments<br>• BLM G-9: Selecting Information: Checklist<br>• SFAL 6.114, 6.115: Fact/Issue-Based Article Analysis |

Teacher Reflections

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Acquiring Strategies |

KE-051 Identify issues related to urban growth and decline.

KL-030 Describe urban environmental and economic issues. *Examples: land use, relationship to hinterland, infrastructure...*

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

S-309 Observe patterns and make generalizations based on geographic inquiry.

### Strategy 3: Walking Tour: A Close-up Look

- Students review and discuss urban issues raised in previous learning experiences as they relate to their own communities.
- Students plan a walking tour of the school community or neighbourhood, determine the route, and identify features to observe, issues to discuss, and items to be mapped.
- Students organize into small groups and identify specific tasks for each group as they tour.
- Students conduct a walking tour and, in small groups, record and map information relevant to their tour plan.
- Following the tour, student groups organize and edit field notes, reproduce maps, and propose solutions to issues discussed.
- Students report findings to the class.
- Class members record new information from group reports in their course notebooks.
- Students write an Exit Slip to express their views on issues of their own neighbourhood.

KL-030 Describe urban environmental and economic issues. *Examples: land use, relationship to hinterland, infrastructure...*

VE-012 Appreciate the interdependence between urban centres and hinterlands.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

### Strategy 4: The City and Its Hinterland

- Working in small groups, students use print, electronic, and audio-visual resources to research the relationship between a Manitoba or Canadian city and its hinterland.
- Students consider factors such as kinds of goods and services that the city provides for its hinterland, and the contributions of goods and markets that the hinterland provides for the urban centre.
- Students organize findings using electronic presentation software or poster format.
- Students present findings to the class.
- Class members record information from presentations in an organizer. Organizer headings could include: City, What the City Provides for the Hinterland, and What the Hinterland Provides for the City.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Acquiring Strategies** | |
| • Assess the field notes, report, map, and Exit Slip for the student's knowledge of urban issues.<br>• Observe and assess the field notes, report, and map for the student's skill in organizing and recording information in a variety of formats.<br>• Observe and monitor group work and field notes for the student's skill in observing patterns and making generalizations based on geographic inquiry. | • Many communities have organized walking tours, including brochures and maps, as part of their tourism promotions.<br>• Communities may have local resource people to assist with tours and to provide additional information. *Examples: historians, museum personnel, interested senior citizens, heritage groups…*<br>• Further enrichment activities may include conducting interviews with people living in the neighbourhood and photographing or videotaping relevant features.<br>• Maps of the tour area<br>• Clipboard, note pads, outline maps, and cameras and video recorders as required<br>• SFAL 6.60, 6.61: Exit Slips<br>• SFAL 9.3: Learning Experiences Outside the Classroom<br>• SFAL 9.5: Teacher's Planning Sheet for Learning Experiences Outside the Classroom<br>• TN 8: Geographic Information Systems (GIS)<br>• TN 30: Field Studies in Geography<br>• Check with local school division administration for field trip regulations.<br>• *ArcView* GIS software could be utilized for this activity. This would require a digital map or air photo of the school region available through local community resources or from Manitoba Land Initiative at: <http://web2.gov.mb.ca/mli>.<br>• Students could also use Global Positioning Systems (GPS) units to collect data to identify specific locations of features, data that can be imported into GIS software and viewed as a theme on GIS maps. |
| • Assess the presentation and organizer for the student's knowledge and understanding of the relationship between urban centres and their hinterlands.<br>• Monitor group work and assess the presentation for evidence of the student's appreciation of the interdependence between urban centres and hinterlands.<br>• Assess the student's skill in selecting information from a variety of sources. (See BLM G-9.) | • Several groups may be assigned to deal with what urban centres provide for hinterlands, while other groups may focus on what hinterlands contribute to urban centres.<br>• Access to current and recent newspapers and magazines, news broadcasts, and news clips<br>• Access to promotional brochures, pamphlets, and advertisements published by cities<br>• Access to library resources, computers, and the Internet<br>• Poster paper and art materials as required<br>• BLM G-9: Selecting Information: Checklist<br>• TN 16: Creating an Electronic Presentation<br>• TN 18: Creating a Poster |

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Applying Strategies |

KL-030 Describe urban environmental and economic issues. *Examples: land use, relationship to hinterland, infrastructure...*

KE-051 Identify issues related to urban growth and decline.

S-307 Propose and defend innovative options or solutions to address issues and problems.

S-402 Express informed and reasoned opinions.

S-406 Debate differing points of view regarding an issue.

### Strategy 1: Debating a Local Urban Issue

- Working with a partner, students identify a local controversial urban or community issue for debate.
- Pairs discuss the issue, develop a list of pros and cons, and provide supporting reasons using the appropriate organizers. (See BLMs G-22, G-23.)
- Students stage a debate, presenting their position on the issue with supporting reasons, and questioning the opposing position.
- Students write an Exit Slip to restate the controversial issue and express their view and rationale.

---

KL-031 Describe the role of urban planning and use examples to illustrate its importance.

S-103 Promote actions that reflect principles of sustainability.

S-104 Seek consensus in collaborative problem solving.

S-107 Make decisions that reflect social responsibility.

S-404 Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.

### Strategy 2: Making Decisions on Urban Planning Issues

- Working in small groups, students take on the role of urban planners to discuss a series of theoretical issues or actual current issues in their communities. (See BLMs 5-9, 5-10.)
- Students try to reach group consensus regarding decisions on the issues, and provide reasons for their decisions.
- Students' decision making should consider environmental stewardship and social responsibility.
- Students record their decisions and rationale in an organizer. (See BLM 5-11.)
- Students share their summary of issues and decisions with the class.
- Class members use additional organizers to record others' issues and decisions. (See BLM 5-11.)

---

KL-030 Describe urban environmental and economic issues. *Examples: land use, relationship to hinterland, infrastructure...*

VE-012 Appreciate the interdependence between urban centres and hinterlands.

S-402 Express informed and reasoned opinions.

### Strategy 3: The Country Mouse and the City Mouse

- Students use the RAFT strategy to write a response to the view expressed by some city governments that residents of the hinterland are using urban amenities and infrastructure without contributing anything to the city.
- Students assume the role of a rural dweller and address their letters to the editor of a newspaper.
- Students provide examples in their letters of interactions and interdependence between urban centres and the hinterland.
- Students share letters with the class.
- Class members record information and express their own conclusions on the issues using the Issue Discussion Map.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Applying Strategies** | |
| • Monitor debate and assess the organizer and Exit Slip for the student's knowledge of urban environmental and economic issues and issues related to urban growth and decline.<br>• Assess the organizer and monitor the debate for the student's skill in proposing and defending innovative options or solutions to address issues and problems.<br>• Monitor the debate for the student's skill in expressing informed and reasoned opinions and debating different points of view. (See BLM G-15.) | • Students could select issues from Activating and Acquiring Strategies in this learning experience.<br>• A debate resolution should be clear and precise and should suggest a concrete form of action to resolve the issue.<br>• BLM G-15: Debate Assessment Rubric<br>• BLM G-22: Pro and Con Discussion Chart<br>• BLM G-23: Making up Your Mind<br>• TN 13: Conducting a Debate<br>• TN 33: Articulating Perspectives on Issues<br>• TN 34: Dealing with Controversial Issues |
| • Monitor discussions and assess the Report on Urban Planning for the student's knowledge of urban planning and the student's use of appropriate examples.<br>• Assess the Report on Urban Planning for the student's skill in promoting actions that reflect principles of environmental stewardship, sustainability, and social responsibility.<br>• Observe and monitor group discussions for the student's skill in eliciting, clarifying, and responding to questions, ideas, and diverse points of view in discussions.<br>• Observe and monitor group discussions for the student's skill in seeking consensus. | • Predetermined lists in BLMs 5-16 and 5-17 reflect common urban and community issues; however, students may wish to substitute or add current issues in their local regions.<br>• BLM 5-9: Planning Issues of Major Urban Centres<br>• BLM 5-10: Planning Issues of Smaller Communities<br>• BLM 5-11: Report on Urban Planning Decisions<br>• TN 33: Articulating Perspectives on Issues<br>• TN 34: Dealing with Controversial Issues<br>• TN 35: Reaching Consensus |
| • Assess the letter and Issue Discussion Map for the student's understanding of urban environmental and economic issues, particularly those relating to the relationship to hinterlands.<br>• Monitor discussions and assess the letter for evidence of the student's appreciation of the interdependence between urban centres and hinterlands.<br>• Assess the letter and sharing for the student's skill in using respectful language.<br>• Monitor sharing and assess the letter and Issue Discussion Map for the student's skill in expressing informed and reasoned opinions. | • Students may need examples to help them develop their argument that the hinterland is important to urban centres. *Examples: the provision of many agricultural products for food processing and distribution in urban centres; fresh produce from rural market gardens and farms supplying urban demand; provision of raw materials for a variety of industries; a supply of rural labour commuting to cities; and an expanded market to support those providing regional services such as hospitals, colleges, and wholesale distributors…*<br>• SFAL 6.77: RAFT (Role, Audience, Format, Topic)<br>• BLM G-11: Assessment Guide for Paragraphs could be adapted for this learning experience.<br>• BLM G-24: Issue Discussion Map<br>• TN 25: Persuasive Writing |

## Learning Experience 5.4: The Impact of Urbanization

| | |
|---|---|
| KI-007 | Analyze urban social issues. |
| KL-029 | Describe the impact of urbanization on Canadian ways of life. |
| VI-004 | Value the social diversity of urban centres. |
| S-104 | Seek consensus in collaborative problem solving. |
| S-107 | Make decisions that reflect social responsibility. |
| S-200 | Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary. |
| S-201 | Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...* |
| S-202 | Select and use appropriate tools and technologies to accomplish tasks. *Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...* |
| S-203 | Construct maps using a variety of information sources and technologies. *Examples: observation, traditional knowledge, compass, Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...* |
| S-301 | Consider the context of events, accounts, ideas, and interpretations. |
| S-307 | Propose and defend innovative options or solutions to address issues and problems. |
| S-308 | Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. *Include: student-gathered data.* |
| S-400 | Listen to others to understand their perspectives. |
| S-401 | Use language that is respectful of human diversity. |
| S-403 | Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...* |
| S-404 | Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions. |

## Description of Learning Experience

In this learning experience, students consider the positive and negative impacts of the trend toward increasing urbanization. Students analyze a variety of social issues that are common in urban centres. Students examine the impact of urbanization on Canadians' lives, with particular emphasis on valuing the social diversity of the population of Canadian cities.

## Vocabulary Focus

The following vocabulary is important for Learning Experience 5.4: The Impact of Urbanization.

| | | |
|---|---|---|
| bedroom communities | low income | rural-urban fringe |
| big box stores | mass transit | shelters |
| charitable groups | megacity | social diversity |
| consumers | metropolitan | street gangs |
| ethnic communities | metropolitan dominance | subdivisions |
| gentrification | middle class | urban sprawl |
| heritage | multiculturalism | working class |
| homelessness | power centre | |

## Vocabulary Study Strategies

Please see **Appendix A: Content-Area Vocabulary Study Strategies** for suggested strategies to incorporate vocabulary studies into the learning experiences. Further vocabulary strategies are found in Vocabulary Strategies 6.31–6.36 and Information Processing Strategies 6.49–6.53 in *Success for All Learners: A Handbook on Differentiating Instruction* [referred to in this document as SFAL] (Manitoba Education and Training, 1996). In addition, a number of learning experiences within the clusters include vocabulary strategies for learning. Teachers are encouraged to make use of these strategies and to avoid the less meaningful practice of having students copy out dictionary definitions.

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Activating Strategies |

KI-007 Analyze urban social issues.

KL-029 Describe the impact of urbanization on Canadian ways of life.

S-401 Use language that is respectful of human diversity.

## Strategy 1: Urban Issues Graffiti Wall

- Students use colourful markers and poster paper to create a graffiti wall of things they know about urban issues, social diversity, and the impact of urbanization on Canadians' lives.
- Working individually or with a partner, students list words or phrases, or identify images that come to mind when they think of urban social issues, diversity, and the impact of urbanization on Canadians' lives.
- Students use markers to write words or phrases, or draw images on a poster.
- Students explain their selection of words, phrases, and images to the class, and answer any questions.
- Students write an Exit Slip discussing their experiences with urban social issues and/or the social diversity of urban centres.

---

KI-007 Analyze urban social issues.

VI-004 Value the social diversity of urban centres.

S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.

## Strategy 2: Urban Social Issues in the News

- Students examine newspapers, magazines, Internet sites, and TV and radio news reports for stories concerning urban social issues. *Examples: poverty, crime, unemployment, homelessness, gang activity, ethnic and racial conflict...*
- Students clip/print articles, or make brief notes on TV or radio reports, noting the date and source of each.
- Students post articles for a Gallery Walk.
- Class members list urban issues identified in their course notebooks.
- Students use information from the Gallery Walk to write about their knowledge of urban social issues using the Focused Free-write strategy.

---

KI-007 Analyze urban social issues.

VI-004 Value the social diversity of urban centres.

S-401 Use language that is respectful of human diversity.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

## Strategy 3: Social Diversity of Urban Centres

- Using the Listen-Think-Pair-Share strategy, students individually brainstorm things they know about social diversity in urban centres and record them in an organizer.
- Students use Winnipeg (or another Manitoba or Canadian city they know well) to provide examples of social diversity.
- Students work with partners to share information and make necessary corrections in their organizers.
- Students share information with the class.
- Class members add new information to organizers.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Activating Strategies** | |
| • Assess the Graffiti Wall and Exit Slip for the student's knowledge of urban social issues and the impact of urbanization on Canadian ways of life.<br>• Monitor the student's contributions and Exit Slip for evidence of her or his appreciation of the social diversity of urban centres.<br>• Monitor the student's contributions and Exit Slip for his or her skill in using language that is respectful of human diversity. | • Students may need some examples to prime the generation of their own words, phrases, and images.<br>• Poster paper and markers<br>• SFAL 6.60: Exit Slips<br>• TN 40: Urbanization<br>• Students may wish to add items to their Graffiti Wall as the learning experience progresses.<br>• Alternatively, if wall space is limited, the Rotational Graffiti strategy could be used. (See TN 38.) |
| • Assess the Gallery Walk, notes, and Focused Free-write responses for the student's knowledge of urban social issues.<br>• Monitor the student's work and assess the student's Free-write responses for evidence that she or he values the social diversity of urban centres.<br>• Assess the student's skill in selecting news articles and images focusing on urban social issues. | • Save collected articles as a resource for a subsequent Acquiring Strategy activity.<br>• Access to current and recent newspapers and magazines<br>• Access to the Internet, TV, and radio<br>• Acquire copies of major urban dailies. *Examples: The Globe and Mail, the National Post, The New York Times, and the Winnipeg Free Press and The Brandon Sun…*<br>• SFAL 6.30: Focused Free-write<br>• SFAL 6.80: Gallery Walk |
| • Assess the Think-Pair-Share organizer for the student's knowledge of urban social issues and the social diversity of urban centres.<br>• Monitor discussions and assess the Listen-Think-Pair-Share organizer for evidence the student values the social diversity of urban centres.<br>• Monitor discussions and assess the Listen-Think-Pair-Share organizer for the student's skill in using language that is respectful of human diversity.<br>• Assess the organizers for the student's skill in presenting information and ideas in a format appropriate for audience and purpose. | • Social diversity includes, but is not limited to, cultural diversity. Students may need examples of various demographic factors that reflect diversity, such as the wealth of the population (affluent suburbs, working class, or low income areas of a city), educational patterns, areas of high crime, variety of religious groups, architecture styles, kinds of recreational activities, et cetera.<br>• Students may identify some of these patterns in smaller towns around Manitoba, but may wish to use larger centres in the province or elsewhere in Canada as examples.<br>• SFAL 6.13: Listen-Think-Pair-Share |

| Targeted Learning Outcomes | Suggested Teaching/Learning Strategies |
|---|---|
| *Students will...* | Acquiring Strategies |

KI-007 Analyze urban social issues.

VI-004 Value the social diversity of urban centres.

S-201 Organize and record information in a variety of formats and reference sources appropriately. *Examples: maps, graphs, tables, concept maps...*

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

### Strategy 1: Investigating Urban Social Problems

- Working in small groups, students use print, electronic, and audio-visual resources to research an urban social issue or an issue related to social diversity in an urban centre (each group selects or is assigned a different issue).
- Students identify a topic and develop a series of geographic questions to ask about selected topics.
- Students use the Reading for Comprehension and Note-Taking Frame to collect information. (See BLM G-29.)
- Students organize findings using electronic presentation software or posters.
- Students present findings to the class.
- Class members take notes on the issues presented in their course notebooks.

KI-007 Analyze urban social issues.

VI-004 Value the social diversity of urban centres.

S-308 Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. *Include: student-gathered data.*

### Strategy 2: Analyzing Current Urban Issues

- Working with a partner, students examine newspapers, magazines, and Internet sites for recent news stories and images concerning urban issues (articles may have been saved from an earlier Activating Strategy).
- Students clip/print the articles, noting the date and source of each.
- Students read articles and analyze the urban issue using the Issue Discussion Map.
- Students post articles and present analysis to the class.
- Class members use the Information Mapping strategy to record details about various urban issues presented.

VI-004 Value the social diversity of urban centres.

S-202 Select and use appropriate tools and technologies to accomplish tasks. *Examples: Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*

S-203 Construct maps using a variety of information sources and technologies. *Examples: observation, traditional knowledge, compass, Geographic Information Systems (GIS) and Global Positioning Systems (GPS)...*

### Strategy 3: Mapping Ethnic Neighbourhoods

- Working in small groups, students use GIS software to create a map showing the distribution of ethnic restaurants in Winnipeg or another Canadian city they know well.
- Using information from telephone directories (Yellow Pages®, print, or online), as well as their own knowledge, students record names and addresses of restaurants and classify them according to ethnic group. *Examples: Chinese, East Indian, Italian, Greek…*
- Students use unique colours or symbols representing each ethnic group to show the locations of restaurants on a GIS map of the selected city.
- Students enter relevant information about each restaurant into a theme data table in GIS software.
- Students analyze maps and write a paragraph to describe observed patterns about locations of various ethnic communities.
- Using appropriate projection equipment, students present maps and analyses to the class.
- Class members record information in their course notebooks about the locations of ethnic neighbourhoods in selected cities.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Acquiring Strategies** | |
| • Assess the note-taking frame and presentation for the student's knowledge and understanding of urban social issues.<br>• Monitor group work and assess the presentation for evidence of the student's appreciation of the social diversity of urban centres.<br>• Assess the note-taking frame and the presentation for the student's skill in organizing and recording information.<br>• Assess the presentation for the student's skill in presenting information and ideas in an appropriate format. | • Students may select topics from issues identified in the Activating Strategy.<br>• Access to library resources, computers, and the Internet<br>• Access to discussion papers and proceedings of city council meetings dealing with urban social issues<br>• Poster paper and art materials as required<br>• BLM G-29: Reading for Comprehension and Note-Taking Frame<br>• TN 11: Asking Geographic Questions<br>• TN 16: Creating an Electronic Presentation<br>• TN 18: Creating a Poster<br>• TN 24: The Inquiry Process (Conducting Research)<br>• TN 32: Reading for Comprehension and Note-Taking Strategy |
| • Assess the Issue Discussion Map and Information Mapping sheet for the student's knowledge and understanding of urban social issues.<br>• Monitor group activities and assess the Issue Discussion Map for evidence of the student's appreciation of the social diversity of urban centres.<br>• Assess the Issue Discussion Map and Information Mapping sheet for the student's skill in evaluating information from a variety of sources. | • Current and recent newspapers and magazines<br>• Access to computers and the Internet<br>• BLM G-24: Issue Discussion Map<br>• SFAL 6.49: Information Mapping<br>• Alternatively, students could use the Fact/Issue-Based Article Analysis forms. (See SFAL 6.114 and 6.115.) |
| • Assess the presentation and explanations for the student's knowledge of the impact of urbanization on immigrants' way of life in Canadian cities. (See BLM G-11.)<br>• Monitor group work and assess the presentation and analyses for evidence the student values the social diversity of urban centres.<br>• Observe group work and the presentation for the student's skill in using appropriate tools and technologies to accomplish tasks.<br>• Observe group work and assess the GIS map for the student's skill in constructing maps using a variety of information sources and technologies. | • Students may wish to add ethnic community centres and places of worship as additional theme layers on GIS maps.<br>• Depending on students' GIS skills, they may wish to take digital photos of places identified and use them to create hotlinks to respective locations identified on maps.<br>• Topographic maps and digital air photo images of Manitoba cities are available on the Manitoba Land Initiative (MLI) website at: <http://web2.gov.mb.ca/mli>. These images are in TIFF format and can be imported directly into *ArcView* software.<br>• Access to computers and the Internet<br>• GIS software and data sets, digital cameras, LCD projectors<br>• Telephone directory (Yellow Pages®)<br>• BLM G-11: Assessment Guide for Paragraphs<br>• TN 8: Geographic Information Systems (GIS) |

Targeted Learning Outcomes

*Students will...*

KI-007 Analyze urban social issues.

KL-029 Describe the impact of urbanization on Canadian ways of life.

S-400 Listen to others to understand their perspectives.

Suggested Teaching/Learning Strategies

## Acquiring Strategies

### Strategy 4: Urban Perspectives of a Guest Speaker

- Students use the LAPS strategy to record information from a presentation by a speaker on urban social issues and the impact of urbanization on Canadian ways of life.
- Students think of several questions about urban social issues and the impacts of urbanization, and write them in the appropriate spaces in the LAPS organizer.
- Students listen to a speaker discussing urban social issues and the impact of urbanization.
- Students picture what they hear, and write a paragraph or two on the LAPS sheet to summarize what they heard.
- Information on LAPS sheets is shared with the class.
- Class members make notes on new information presented.

*Students will...*

KL-029 Describe the impact of urbanization on Canadian ways of life.

S-301 Consider the context of events, accounts, ideas, and interpretations.

S-404 Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.

## Applying Strategies

### Strategy 1: Urbanization: Making Community Decisions

- Working in small groups, students assume the roles of mayor and council members of an imaginary town to make a decision on a proposed residential development as described in BLM 5-12.
- In their respective roles, students examine the information, discuss the issues, and make a decision, with the use of an appropriate organizer, on the developer's proposal.
- Student groups provide the rationale for decisions made.
- The "mayor" of each group will announce the decision and the rationale to "reporters" (class members) at a press conference.
- The "mayor and council" will be prepared to answer questions from the "reporters."
- "Reporters" (class members) write a news item about the council decision on the proposed development.

KI-007 Analyze urban social issues.

KL-029 Describe the impact of urbanization on Canadian ways of life.

S-307 Propose and defend innovative options or solutions to address issues and problems.

S-403 Present information and ideas in a variety of formats appropriate for audience and purpose. *Examples: models, displays, multimedia presentations, editorials...*

### Strategy 2: Small Is Beautiful: Promoting a Small Town

- Working in small groups, students prepare a brochure or electronic presentation to appeal to urban dwellers, asking them to consider the benefits of moving to a small town in Manitoba.
- Students target promotion to major Canadian cities or to cities in other parts of the world that struggle with urban social problems.
- Students identify specific negative aspects of major urban centres that prospective families or individuals may wish to get away from, and contrast these negative aspects with positive aspects of the community they are promoting.
- Students share brochures or electronic presentations with the class.
- Class members make notes to list the negative aspects of life in large urban centres and positive aspects of life in small towns, as identified in the presentations.

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Acquiring Strategies** | |
| • Assess the LAPS sheet and notes for the student's understanding of urban social issues and the impact of urbanization on Canadian ways of life.<br>• Observe the student's skill in listening to others to understand their perspectives during the speaker's presentation. (See BLM G-5.) | • Speakers could include representatives of various cultural groups, social agencies, women's shelters, police forces, inner city improvement organizations, adult education centres, social services units, First Nations groups, et cetera.<br>• SFAL 6.54 and 6.108: Do Your LAPS<br>• BLM G-5: Listening Skills: Observation Checklist<br>• Alternatively, students may use a revised B-D-A Viewing Worksheet as a listening guide. (See BLM G-28: B-D-A Viewing Worksheet.)<br>• As an alternative to a speaker, a panel of speakers may be invited to discuss various aspects of social urban issues and the impacts of urbanization on Canadians' lives.<br>• Caution: You may need to try to ensure a balance of perspectives. |
| **Applying Strategies** | |
| • Monitor group discussions and assess the organizer and news stories for the student's knowledge of the impact of urbanization on Canadian ways of life.<br>• Monitor group discussions and assess the organizer and news stories for the student's skill in considering the context of events, accounts, ideas, and interpretations.<br>• Monitor group discussions and assess the report to the class for the student's skill in eliciting, clarifying, and responding to questions and diverse points of view. | • Groups may use the Pro and Con Discussion Chart (BLM G-22), Making up Your Mind organizer (BLM G-23), or the Decision Tree (BLM G-27) to work through the decision-making process.<br>• BLM 5-12: The Future of Smalltown, Canada<br>• BLM G-16: Role-Play Character Sheet<br>• BLM G-22: Pro and Con Discussion Chart<br>• BLM G-23: Making up Your Mind<br>• BLM G-25: Decision Tree<br>• TN 29: Role-Play in Social Studies<br>• Alternatively, this activity could be done as a role-play in which members of the community and special interest groups make presentations to the town council. |
| • Assess the brochure/electronic presentation and notes for the student's knowledge of urban social issues and the impact of urbanization on Canadian ways of life.<br>• Assess the brochure/electronic presentation for the student's skill in proposing solutions to address issues and problems.<br>• Assess the brochure/electronic presentation for the student's skill in presenting information and ideas in formats appropriate for audience and purpose. (See BLM G-8.) | • Students may promote their own towns or a town in their region, depending on where they live.<br>• Access to computers, the Internet, and publishing and presentation software<br>• BLM G-8: Assessment Guide for Visuals<br>• TN 15: Creating a Brochure<br>• TN 16: Creating an Electronic Presentation<br>• TN 25: Persuasive Writing<br>• Alternatively, students could perform role-plays of a consulting firm asking to make recommendations for the imaginary town of Crocusville to deal with changes resulting from urbanization. (See BLM 5-13: The Future of Crocusville.) |

Targeted Learning Outcomes

*Students will...*

KI-007 Analyze urban social issues.

KL-029 Describe the impact of urbanization on Canadian ways of life.

S-104 Seek consensus in collaborative problem solving.

S-107 Make decisions that reflect social responsibility.

Suggested Teaching/Learning Strategies

Applying Strategies

## Strategy 3: Finding Solutions to Urban Social Problems

- Working in small groups, students select an urban social problem or issue related to urbanization identified in the Acquiring Strategies, and propose a solution (each group selects or is assigned a different problem or issue).
- Students identify various courses of action using the Making up Your Mind or Decision Tree organizer, and reach consensus on the best, socially responsible solution.
- Students explain the nature of the problem to the class, and present proposed solutions.
- Class members list problems identified by classmates, and make notes on the proposed solutions for each.

Teacher Reflections

| Suggested Assessment Strategies | Teacher Tips and Resources |
|---|---|
| **Applying Strategies** | |
| • Assess the organizer and notes for the student's knowledge of urban social issues and concerns relating to the impact of urbanization.<br>• Observe and monitor group discussions for the student's skill in seeking consensus in collaborative problem solving. (See BLMs G-1, G-2.)<br>• Assess the organizer for the student's skill in making decisions that reflect social responsibility. | • Students may wish to select the same problems and use the information they gathered during the Acquiring Strategies, thus eliminating the need for further research.<br>• BLM G-1: Group Performance: Assessment Scale or variation as appropriate<br>• BLM G-2: Group Performance: Self-Assessment Scale<br>• BLM G-23: Making up Your Mind<br>• BLM G-25: Decision Tree<br>• TN 35: Reaching Consensus |

Teacher Reflections

# APPENDICES

SENIOR 2

SENIOR 2

# *Content-Area Vocabulary Study Strategies*

Appendix A

## Overview

Vocabulary is unique to each content area. Each content area's vocabulary and, in particular, its technical vocabulary label its fundamental concepts. Since words are labels for concepts, it is important that students know the meanings of the words that identify these concepts. They need content-specific vocabulary to understand what others are speaking about the topics of the subject and to understand what they are reading about the subject. In addition, they also need to be able to use content-area vocabulary to write and talk about concepts themselves. Thus, vocabulary and vocabulary study are most important in the study of each and every content area.

Teachers may wish to preview the difficult vocabulary inherent in a cluster or learning experience to categorize it in terms of student success:

**Must:** These are the words that the teacher decides the student must recognize and be able to use if he or she is to have a basic understanding of the topic. This is the focus for classroom instruction and learning.

**Should:** These are the words the teacher thinks are important but not essential. Therefore, a student should know them and be able to use them if he or she is to do well.

**Could:** These are the words students should know and be able to use, but are not necessary to a basic understanding of the topic. The teacher will explain these in passing when necessary.

Content-area vocabulary needs to be taught well enough to eliminate barriers to student understanding of the subject. While wide reading helps students to develop vocabulary, it is not sufficient in itself: "direct instruction in words specific to academic content can have a profound effect on students' abilities to learn that content" (Marzano, 2003). However, practices such as having students look up, define, and memorize definitions are of limited value because these routines frequently divorce the study of vocabulary from the understanding of the subject. Study of vocabulary and the subject itself are integral to each other.

A variety of vocabulary strategies may be used to assist students in learning content-specific vocabulary. Some of these are described briefly.

## Activating Phase

The particular vocabulary students will need to understand and use may be covered at the beginning of a cluster or learning experience as students activate their prior knowledge and experience.

### 1. Knowledge Rating Charts

To determine students' prior knowledge of pertinent content vocabulary and to introduce them to that vocabulary, have each student complete a Vocabulary Knowledge Rating Sheet:

1. Divide a page into six or more columns.
2. In column 1, include terms that are essential to understanding the topic or unit.
3. In the other columns, indicate levels of student knowledge and use of the topic.
4. Have students complete the Vocabulary Knowledge Rating Chart individually.
5. In small groups and/or whole class, have students share their knowledge rating of vocabulary terms.
6. Pre-teach terms essential to student understanding of the topic or unit.

**Vocabulary Knowledge Rating Chart** (Example)

Subject:_____ Topic/Unit: _____

Date: _____

| How much do you know about these words? | | | | | |
|---|---|---|---|---|---|
| *Words* | *I don't know this word.* | *I know it when I hear it.* | *I know it when I read it.* | *I can use it when talking.* | *I can use it in writing.* |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

### 2. Concept-Vocabulary Relationship Maps

In content-area learning, it is important for students to understand concepts (and their vocabulary names) not in isolation but in relation to other related concepts. Each content area involves the organization of these concepts in hierarchies according to class, example, and

attributes. In these conceptual networks, the class relationship is organized as superordinate, coordinate, and subordinate.

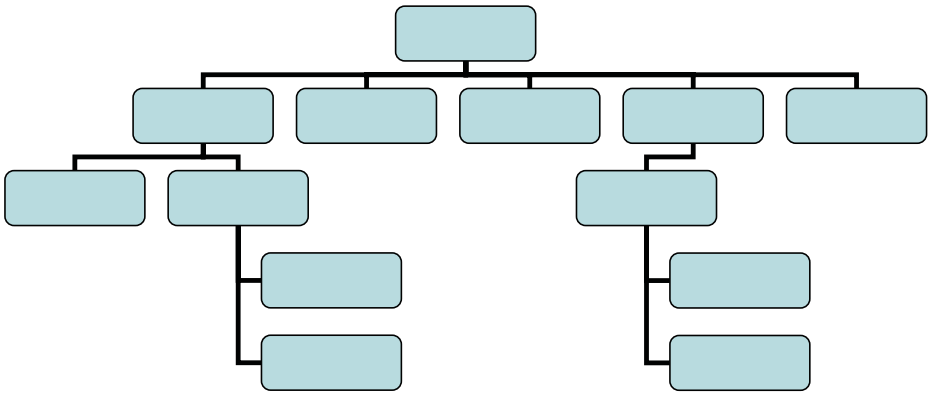
You may wish to help students understand these concept relationships and the pertinent vocabulary by providing them with Concept-Vocabulary Relationship Maps at the beginning of a cluster or learning experience.

1. Review and analyze the vocabulary that students will need to know and be able to use for a particular cluster or learning experience.
2. Arrange the vocabulary terms in a graphic scheme that shows their interrelationship (superordinate, coordinate, subordinate).
3. Evaluate the graphic organizer to make sure that it includes all the essential vocabulary (concepts) and that it accurately represents their interrelationship.
4. Introduce students to the cluster or learning experience by showing them the graphic organizer or scheme and explaining why you arranged it as you did. You may wish to post the graphic organizer in the classroom to connect particular parts of instruction back to the graphic organizer or terms, or to provide students with a copy for personal reference.

*Variation:*
Rather than provide students with ready-make graphic organizers of concepts/terms, have students construct their own. To make connections effectively, students require some pre-knowledge and understanding of the concepts. This may be a valuable exercise in the Applying phase of learning. It may also provide you with the means to assess student understanding of the concepts (vocabulary terms) and their relationships.

1. Provide students with a list of the concept vocabulary terms.
2. Have students work in pairs or small groups to work together to develop a special arrangement of the terms that demonstrate major concept relationships (superordinate, coordinate, and subordinate).

**Concept-Vocabulary Relationship Map** (Example)



*References:* Barron, 1969; Vacca and Vacca, 2004

## 3. Word Exploration

To begin their exploration of a cluster and a learning experience, students need to access what they already know. You may want students to focus on vocabulary terms to determine what they know about the topic and their understanding of the vocabulary essential to that topic.

Students use a writing-to-learn strategy.

1. Students are asked to write quickly (for no more than five minutes) and spontaneously about a term or key terms. This is also known as free-writing. Students need not be concerned about mechanics (spelling, grammar, punctuation). The purpose of the free-write is to put down on paper everything the student knows about the topic, target concept, or vocabulary term.
2. Students share their word explorations with the class, either by reading what they have written or by talking through their explanations and noting similarities and differences among student explanations.
3. Relate students' initial associations to the concept/vocabulary term.

## 4. Brainstorming

Brainstorming allows students to access what they know about a key concept (and its vocabulary term[s]). The brainstorm lists help the students and the teacher to assess what students individually and collectively know about key concepts and vocabulary terms.

1. Identify a key concept (vocabulary term) that reflects an essential concept to be studied in the cluster or learning experience.
2. Students work in small groups to generate a list or words related to the concept in a predetermined time frame.

## 5. List-Group-Label and Word Sorts

This activity may be used as an extension of brainstorming.

1. Once lists of pertinent vocabulary terms have been generated by the class, students sort the terms in logical word groups and label each group. Note that you may determine the categories or leave that to the students.

2. Students are asked to use their list of words and their grouping of these words to make predictions about what they will be studying and/or how the terms and the grouping relate to the title of an article they are to read, a video they are to watch, or the title of the cluster or learning experience. Students are asked to explain reasons.

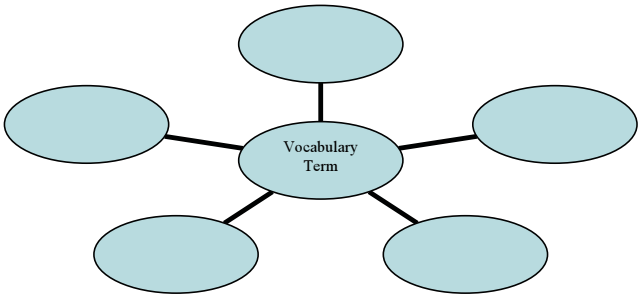
For a sample Sort and Predict frame, see *Success for All Learners,* pp. 6.33-6.35, 6.100.

### 6. Semantic Word Maps

Semantic word maps graphically display the relationship among works. Semantic word mapping may be combined with brainstorming and small collaborative group work.

1. Choose a key concept to be explored, one that is essential to student understanding of a cluster or a learning experience.
2. Students suggest related terms and phrases. Record them on a chalkboard, overhead transparency, or chart paper.

**Semantic Word Map** (Example)




## Acquiring Phase

As students explore the content of a cluster and learning experience, they need to acquire and refine their understanding of the vocabulary terms needed to comprehend the new content they read, hear, and view. In addition, they will need to have sufficient understanding of content-specific vocabulary to talk and write about cluster and learning experience information and ideas.

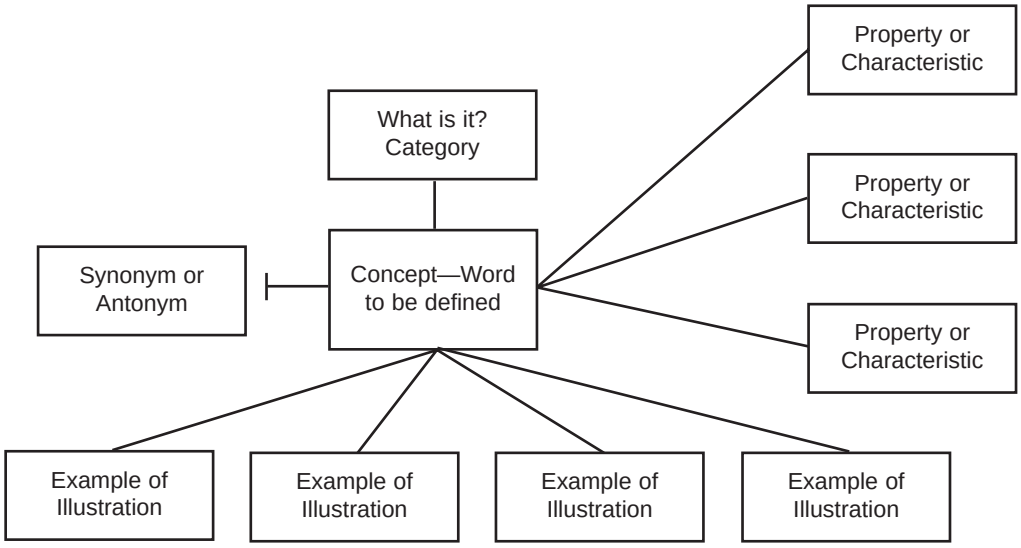
### 1. Concept-Word Definition Mapping

Concept-Word Definition Mapping is a strategy for students to learn key concepts. Maps or graphics help students to understand the essential attributes, qualities, or characteristics of a concept (word).

1. Model the development of a Concept-Word Definition Map using a term from a previously studied cluster or learning experience or another term that is familiar to students.

2. Display a blank Concept-Word Definition Map on chart paper, the chalkboard, or overhead transparency, and complete the parts with students.
3. Ask students questions to complete the map:
   — What is the vocabulary term (to be defined)? To what broader category or classification of things does it belong?
   — What is it like? What are its essential characteristics? What qualities does it possess that make it different from other things in the same category?
   — What are some examples of it?
   — What is a synonym or antonym?
4. Have students work in pairs or triads to develop a concept-word definition for another vocabulary term. You may wish to scaffold their work by providing them with words and phases related to the targeted vocabulary term and have them discuss and place them on a Concept-Word Definition Map template.
5. After students complete their map, they write a complete definition of the concept using information from their Concept-Word Definition Map.
6. As their study of the cluster and learning experience continues, students may refine and expand their maps.

## 2. **Concept-Word Definition Map** (Example)




**Concept-Word Definition Map:** From Buehl, D. "Concept/Definition Mapping." *Classroom Strategies for Interactive Learning* (2nd Edition). Newark, NJ: International Reading Association, 2001. Reprinted with permission.

*References:* Schwartz, 1988; Schwartz and Raphael, 1985

## 3. Word Family Trees

The more students know about a concept/word, the more they will be able to comprehend and use the term. Word Family Trees involve students in the study of a concept/word by connecting it to its origins, to related works that share a common root, to words that serve a similar function, and to situations in which the word is likely to be used.

1. Model the strategy using a blank template and completing it with students using a concept/word previously studied or familiar to students.
2. Once students are familiar with the process, assign target words to pairs of students to research.
3. Students share their findings with classmates.

**Word Family Tree** (Example)

<table>
<tr><td>Ancestor (root word)<br><br>_____<br>which means</td><td>Pronunciation Key:</td><td>Words that are similar:</td></tr>
<tr><td colspan="3">Concept/Word</td></tr>
<tr><td colspan="3">Definition:</td></tr>
<tr><td colspan="3">A sentence where you found this word:</td></tr>
<tr><td colspan="3">Who would say it? Pick three kinds of people who might say this word<br>and write a sentence showing how they might use it.</td></tr>
<tr><td>Example-Geographer</td><td>Example-Politician</td><td>Example-Business Person</td></tr>
</table>

**Word Family Tree:** From Buehl, D. "Word Family Tree." *Classroom Strategies for Interactive Learning* (2nd Edition). Newark, DL: International Reading Association, 2001. Reprinted with permission.

## 4. Vocabulary Self-Collection Strategy (VSS)

Vocabulary self-collection strategy promotes long-term acquisition of language in an academic discipline (Haggard, 1986). It also provides you with the opportunity to assess students' knowledge and understanding of concepts/words that are key to the cluster and learning experience focus.

1. Divide the class into pairs or small groups. Students nominate words in a text or topic (such as those identified in a cluster or learning experience) that require emphasis.
2. Each group presents its nominated word and indicates where they found it. They describe the context in which the word is used, what they think the word means in the context, and their reasons for selecting it.

*Variation:*
Students may keep a personal vocabulary self-collection list of words they encounter in reading and listening. Students submit their word lists or individual terms to the teacher in an Exit Slip. Use these nominated words for further explicit teaching to the whole class, small groups, or individual students.

## 5. Three-Point Approach

This strategy provides students with a visual as well as a written method of clarifying and reviewing concepts/vocabulary terms.

1. Identify key concepts/words from a cluster or learning experience that are essential for students to recognize and use in communicating the content.
2. Students write definitions, draw a diagram or visual representation, and provide a synonym or example.

For an example of a Three-Point Approach frame, see *Success for All Learners*, pp. 6.36, 6.101.

## 6. Word Wall

Students contribute to the development of a Word Wall that contains key words related to a current topic of study. Students record words and definitions they contributed in personal dictionaries.

## 7. Word Cycle

Students complete a Word Cycle think sheet related to new vocabulary. Given vocabulary terms, students arrange the words and indicate the relationships among them. In a Listen-Think-Pair-Share, students identify the relationship between all adjoining words and justify their choices.

For more information on Word Cycle and Listen-Think-Pair-Share, see *Success for All Learners*, pp. 6.13, 6.31-6.32, 6.99.

### 8. Frayer Model

Students complete a Frayer Model graphic to review and consolidate their understanding of key vocabulary.

1. Provide explicit instruction, models, and guided practice to students as they become familiar with the strategy.
2. Students, individually or in pairs, complete the graphic to review and refine their understanding of key vocabulary.

For an example of a Frayer Model, see *Success for All Learners*, pp. 6.65, 6.66, and 6.113.

*References:* Frayer, et al., 1969; Billmeyer and Barton, 1998

## Applying Phase

As students reach the end a cluster and learning experience, they need to be able to demonstrate they understand the vocabulary that labels the key concepts, both when they encounter this vocabulary in reading and listening, and in writing and talking about the concepts themselves.

### 1. Semantic Features Analysis

Semantic Features Analysis provides students with the opportunity to determine the meaning of a word by comparing it to other words that fall into the same category or class.

1. Select a general category (cluster, learning experience) for study.
2. Generate a matrix. On the left side, identify key vocabulary terms or concepts within the category that students have been studying.
3. Across the top of the matrix, provide the features that the words might share.
4. Students identify the features of the target words with an X.
5. Students share their choices and their thinking in pairs, small groups, and the whole group.

**Semantic Features Analysis** (Example)

| | *Feature* | *Feature* | *Feature* | *Feature* |
|---|---|---|---|---|
| **Concept:** | | | | |
| *Word* | | | | |
| *Word* | | | | |
| *Word* | | | | |
| *Word* | | | | |

## 2. Mix and Match

Students review the meaning or definition of key vocabulary terms. This will allow you to assess student knowledge of terms pertinent to a cluster or a learning experience.

1. Prepare two sets of cards: one set includes key vocabulary terms for a cluster or learning experience; the other includes definitions or explanations for each of the terms.
2. Sort sets of cards and distribute to students.
3. Students (in silence) search to match terms with their definitions or explanations.
4. Once a pair makes a match, they sit together until all others have completed their searches successfully.
5. Pairs share the vocabulary term and its definition/explanation with classmates.

*Reference:* Kagan, 1992

## 3. Comic Strip Definitions

Using graphics software, students create a paneled comic strip that incorporates vocabulary. Students include speech bubbles and/or text demonstrating the meaning of vocabulary words within each panel.

## 4. Vocabulary Bingo

Using a word processor, students play "Vocabulary Bingo." Students enter new vocabulary to fill the bingo squares. Provide a definition, explanation, synonym, antonym, or cloze sentence for vocabulary words. Students match words on their bingo card to the given clue, highlighting the word or changing the font or colour. The first student to fill in the card or a designated row or column calls "Bingo!"

**TIP:** In classrooms with one computer, students may create individual bingo cards and print them.

## 5. Word Graphics or Shapes

Using word-processing or graphics software, students create word graphics that represent the meaning of new vocabulary words. Students share word graphics in an electronic Gallery Walk.

## 6. What Is the Question?

Collaborative groups of students create "The Answer is…" puzzles using new vocabulary, and quiz peers (e.g., "The answer is 'title, legend, compass rose, scale, latitude, longitude.' What is the question?" "The question is 'What are the elements of a map?'").

## 7. Poetry Definitions

Students compose poems (e.g., Cinquain, Haiku...) to illustrate the meaning of new vocabulary.

## 8. Exit Slips

Reinforce understanding of new vocabulary with exit or permission slips (e.g., students must respond with the correct vocabulary word when given a definition as they leave class).

**TIP:** Show students a picture illustrating the vocabulary word or provide the word and have students respond with its meaning.

SENIOR 2

# *Cluster Blackline Masters*

Appendix B

# *Cluster Blackline Masters*


1-1: Word Splash

1-2: Word Families Form

1-3: Sample Interview Form (2 pages)

1-4: Sense of Place and Identity

1-5: Team Names and Logos: A Reflection of Place

1-6: Creating a Team Name and Logo

1-7: Analyzing a Biome Using the Definition of Geography

2-1: Case Studies: Extracting Resources in Less-Developed Countries

3-1: Proposal for a New Food Product

3-2: Parking lots bad for crops (2 pages)

3-3: Daily Food Consumption Log

3-4: Terminology Related to Contemporary Food Production (2 pages)

4-1: What Is Industry?

4-2: Statements about Locations of Industry

4-3: Making Consumer Choices

4-4: International Trade Organization (2 pages)

4-5: Aboriginal Business Information Sheet (2 pages)

4-6: Globalization—Positive or Negative? (2 pages)

4-7: Making More Consumer Choices (2 pages)

5-1: Living in Rural, Urban, and Remote Communities

5-2: Rural, Urban and Remote Communities—The Best Place to Live? (2 pages)

5-3: Four-Part Word Story

5-4: Making a Family Decision to Move

5-5: Locational Factors of Urban Centres

5-6: Urban Places Information Frame

5-7: Predicting Urban Sites Map 1

5-8: Predicting Urban Sites Map 2

5-9: Planning Issues of Major Urban Centres

5-10: Planning Issues of Smaller Communities

5-11: Report on Urban Planning Decisions

5-12: The Future of Smalltown, Canada

5-13: The Future of Crocusville (2 pages)

SENIOR 2

# General Blackline Masters

Appendix C

# *General Blackline Masters*


G-1: Group Performance: Assessment Scale
G-2: Group Performance: Self-Assessment Scale
G-3: Oral Presentation: Observation Checklist
G-4: Oral Presentation: Self-Assessment Checklist
G-5: Listening Skills: Observation Checklist
G-6: Listening Skills: Self-Assessment
G-7: Checklist for Creating Visuals
G-8: Assessment Guide for Visuals
G-9: Selecting Information: Checklist
G-10: Articulating Perspectives: Observation Checklist
G-11: Assessment Guide for Paragraphs
G-12: Peer Writing Assessment (Social Studies) (2 pages)
G-13: Controversial Issues Checklist
G-14: Discriminatory Practices: Self-Assessment
G-15: Debate Assessment Rubric
G-16: Role-Play Character Sheet
G-17: Role-Play Rubric
G-18: Attribute Wheel
G-19: KWHL
G-20: Geography Questions Organizer
G-21: Cornell Note-Taking Frame
G-22: Pro and Con Discussion Chart (2 pages)
G-23: Making up Your Mind
G-24: Issue Discussion Map
G-25: Decision Tree
G-26: News Article Analysis (4 pages)
G-27: Acquiring Information from an Audio-visual (2 pages)
G-28: B-D-A Viewing Worksheet
G-29: Reading for Comprehension and Note-Taking Frame
G-30: Map of Manitoba
G-31: Map of Canada
G-32: Map of North America
G-33: Map of the World

SENIOR 2

# *Teacher Notes*

Appendix D

# *Teacher Notes*


1: Geography: More than a Subject in School
2: The Nature of Geography (2 pages)
3: What Is Where, Why There, and Why Care? (3 pages)
4: Physical Geography
5: Human Geography
6: Map Projections (2 pages)
7: Map Types and Properties
8: Geographic Information Systems (GIS)
9: Global Environmental Types (Biomes)
10: Place and Identity
11: Asking Geographic Questions
12: Asking Questions (2 pages)
13: Conducting a Debate (2 pages)
14: Conducting an Interview (2 pages)
15: Creating a Brochure
16: Creating an Electronic Presentation (2 pages)
17: Creating a Flow Chart
18: Creating a Poster
19: Creating a Transect
20: Creating a TV Commercial
21: Developing a Briefing Paper
22: Journal Writing in Geography (2 pages)
23: Note-Taking Strategy (2 pages)
24: The Inquiry Process (Conducting Research)
25: Persuasive Writing
26: Writing an Editorial
27: Aboriginal Names and Terminology
28: Royal Commission Role-Play
29: Role-Play in Social Studies
30: Field Studies in Geography
31: An Apple for Learning
32: Reading for Comprehension and Note-Taking Strategy
33: Articulating Perspectives on Issues
34: Dealing with Controversial Issues (2 pages)
35: Reaching Consensus
36: Recognizing and Acting against Discriminatory Practices (2 pages)
37: Critical Thinking in Social Studies
38: Rotational Graffiti
39: Simulation Games
40: Urbanization (2 pages)
41: Aboriginal Perspectives of Sustainable Development
42: Manitoba's Principles and Fundamental Guidelines of Sustainable Development (3 pages)
43: The Sustainable Development Timeline (10 pages)

SENIOR 2

# *Glossary*

Appendix E

# Glossary

The glossary is intended to clarify the meaning of words and expressions as they are used throughout the Kindergarten to Senior 4 social studies curriculum.

**Aboriginal:** First Nations, Inuit, and Métis peoples.

**civilization:** a society or group of societies with a developed culture and advanced social and political institutions that endures over a long period of time.

**community:** refers to a group of people with commonalities that may include culture, language, values and beliefs, interests, practices and ways of life, history, or shared space. In some instances, community refers to a geographically defined space (e.g., a prairie community, the town of Willow Bunch in Saskatchewan).

**consensus:** the achievement of agreement through a process of communication in which all parties affected by a decision have equal power and equal voice. Consensus is achieved when: all parties to a decision have been thoroughly consulted; all parties have been given all available information on the matter; adequate time for reflection has been provided; debate has been conducted in a manner respectful to all parties; and there is common agreement on a plan of action. Consensus may, under some circumstances, provide for the recording of dissenting opinions.

**culture:** the collective beliefs, values, socially transmitted behaviours and traditions, language, arts, and other human endeavours considered to be characteristic of a particular community, period, or people.

**democratic ideals:** pertain to rule by the people, including ideals that favour: citizen voice and participation in government; the principle of equality of rights, opportunity, and treatment of citizens; equity and justice; freedom of expression, opinion, belief, and association; the principle of the rule of law; and balance between individual and collective responsibilities and rights.

**First Nations:** "a term that came into common usage in the 1970s to replace the word 'Indian,' which many people found offensive. Although the term First Nation is widely used, no legal definition of it exists. Among its uses, the term 'First Nations peoples' refers to the Indian people in Canada, both Status and Non-Status. Many Indian people have also adopted the term 'First Nation' to replace the word 'band' in the name of their community." (Indian and Northern Affairs Canada)

**First Peoples:** a collective term used to describe the inhabitants of the land now known as Canada prior to European contact.

**globalization:** the integration and interdependence of economies and cultures around the world through trade and financial flows across national boundaries and through the movement and exchange of people, knowledge, culture, and technologies.

**historical consciousness:** how people today think about and understand the past, as well as how they use this understanding to inform their actions in the present and their plans for the future. Historical consciousness may be individual or collective, and may or may not reflect accurate factual knowledge or defensible historical interpretations.

**humanism:** a belief system based on the inherent dignity and worth of human beings and their potential for self-fulfillment and morality independent of religious doctrine.

**indigenous peoples:** a term used worldwide to identify the original people of all countries, such as Aboriginal peoples in Canada.

**interdisciplinary:** an approach that connects interdependent skills, knowledge, and values from more than one subject area to examine a central theme, issue, problem, topic, or experience; an interdisciplinary approach stresses connections between concepts and across disciplines.

**Inuit:** "an Aboriginal people in northern Canada, who live above the tree line in Nunavut, the Northwest Territories, Northern Quebec and Labrador. The word means 'people' in the Inuit language-Inuktitut. The singular of Inuit is Inuk." (Indian and Northern Affairs Canada)

**inuksuit:** (plural for inuksuk) may be translated as "replicas of people." Inuksuit are structures built from various types of rocks and are intended for specific purposes, such as indicating navigation routes, good hunting areas, migration routes, or sacred places. Inuksuit have different shapes and names, depending on their purposes. Inuksuk ("replica of a person") is often spelled incorrectly as "inukshuk." Inuktitut, the language of the Inuit, is phonetic and does not have a "sh" combination sound.

**land:** the totality of the natural environment, including earth, water, and sky, which both gives and sustains life.

**Métis:** "people of mixed and European ancestry who identify themselves as Métis people, as distinct from First Nations people, Inuit or non-Aboriginal people." (Indian and Northern Affairs Canada)

**nation-state:** an independent, self-governing nation as a modern unit of political organization.

**oral tradition:** includes narratives, accounts, songs and dances, stories and legends, knowledge, and laws that are passed from one generation to another.

**place:** the tangible and intangible characteristics of a location or region that distinguish it from any other location and make it unique.

**region:** a geographic area with homogeneous physical, human, or cultural characteristics. Geographers identify regions in order to divide the world into manageable units of study.

**resource list:** an alphabetical list of primary and secondary information sources, including print texts, journals, interviews, and websites, with publication data provided where applicable.

**society:** a group of people with common interests in a particular place and time, who have joined together to meet their material and non-material needs.

**spiritual, spirituality:** refers, in the general sense, to beliefs, values, practices, or questions concerning the fundamental meaning and purpose of human life beyond its physical manifestations.

From an Aboriginal perspective, spirituality refers to a way of seeing the world as created by a principle that is ever present and always active. This perspective involves a total way of life and affirms balance and harmony with the land. The practices associated with this way of life create and maintain a sense of Aboriginal identity and membership within one's family, community, and nation/people. These practices honour the traditions, customs, and symbols that Aboriginal people have inherited from their ancestors.

**stewardship:** the shared responsibility of human beings as caretakers of the natural environment. Stewardship involves the equitable management of the environment, the economy, and society for the benefit of present and future generations.

**story:** an oral or written narrative, or a drama or dance, that relates the experiences of an individual or group. The narrative relates a truth from a personal perspective, which may or may not be historically verifiable. The inclusion of story in social studies leads to an enriched and multi-layered understanding of people, relationships, events, and places. Stories, which include legends and myths, enhance historical consciousness and contribute to the collective memories of groups and communities.

From an Aboriginal perspective, there is an expectation that stories will be shared and passed on to the next generation. Stories tell of truth, values, beliefs, origins, family connections, how to live, life in the past, and connections with the land and animals, and are all part of building community.

**sustainability:** a recognition of the interdependence of social health and well-being, the environment, and economic development, and a consciousness of the impact of this relationship on quality of life today and for future generations.

**technology:** an encompassing term that includes tools, instruments, machines, systems, processes, and environments developed by humans to live in or manage the physical environment.

**world view:** the overall perspective from which one sees, interprets, and makes sense of the world; a comprehensive collection of beliefs and values about life and the universe held by an individual or group. Any society has more than one world view. The prevailing world view reflects the values of a society's dominant group.

SENIOR 2

# *Recommended Learning Resources*

Appendix F

## Senior 2 Recommended Learning Resources

The following learning resources were recommended as a result of the Manitoba learning resource reviews in November 2003, November 2004, and February 2005 for the purpose of identifying a range of materials suitable for Manitoba's social studies curricula. Educators from across Manitoba participated in the reviews. Manitoba teacher-evaluators were selected by Manitoba Education, Citizenship and Youth from superintendent nominations.

This online version will be updated periodically to reflect new additions, new editions, and out-of-print resources. <http://www.edu.gov.mb.ca/ks4/learnres/bibliographies.html>

## Titles and Descriptions

**Canadian Oxford School Atlas (Atlas)**. Stanford, Quentin H.. Oxford University Press (OUP), 2003. 224 p. ISBN 0-19-541865-6.

This atlas is an appropriate resource for Grade 7 – Senior 4 students. It is detailed, informative, readable, well organized and up-to-date. It includes a variety of types of maps, graphs, statistics and information about continents, countries, cities, environmental issues, climate, tourism, the solar system, Aboriginal populations, endangered species, etc. Information in this atlas can be used with the whole class or for independent student research.

**Suggested Use:** Senior 2; Cluster 1; Teacher Reference

Date Recommended: 2003-Mar-10

---

**Fieldwork First Hand: A Close Look at Geography Fieldwork *(Out-of-Print)*** (Print-Non-Fiction). Glynn, Peter. Crakehill Press (CrHill), 1989. ISBN 0-907105-20-3.

This book promotes fieldwork as an essential part of geography. It provides specific ideas for fieldwork so that students can produce high quality, original work. The first four chapters explain the importance of fieldwork, how to plan projects, and how to collect, present, and analyze data. The remaining 19 chapters provide specific ideas, guidelines, and sample projects for fieldwork projects in both physical and human geography. The book is well-illustrated and shows how to make and use low-cost equipment with materials that are commonly available. Symbols are used throughout the book to organize the information.

**Suggested Use:** Senior 2; Cluster 5; Teacher Reference

Date Recommended: 2003-Nov-17

---

**Geographic Issues of the Twenty-first Century (Student Edition).** Manitoba Edition (Print-Integrated Resource). Clark, Bruce, W., et al. (Geographic Issues in the Twenty-first Century). Pearson Education Canada (PRN), 2005. 506 p. ISBN 0-13-196599-X.

*Geographic Issues of the 21st Century* is appropriate for use with the Senior 2 geography curriculum. Its content is wide-ranging, including provincial, Canadian, and international information and issues. The teacher's guide and test bank support the student text.

Content ranges from a basic review of map skills and physical geography concepts to in-depth units on food production, industry, mining, forestry, fishing, and urban geography in Canada and the world. Throughout the text, the concept of sustainable development and the environment are emphasized. At the end of the book, these topics are focused on in a unit on specific global issues, which includes water, climate change, and the ecological footprint.

The content directly addresses many social issues and leaves room for many additional activities to be developed by the teacher to enhance critical thinking and encourage responsible citizenship. Aboriginal rights, consumerism, globalization, and the individual are examples of the social/political issues raised by the content and developed in the teacher's guide. There are also many opportunities for project and cooperative learning in both the text and student activities.

The text is designed to build on concepts and knowledge from basic map skills to multidimensional geographic case studies, which are enhanced by the layout and graphics in the text. It also includes a wide range of activities to accommodate different learning styles as well as individual and cooperative learning experiences. The reading level is age-appropriate, as are the material and issues. Many links to the Internet are included, as well as GIS software and activities. Teachers are advised to take some training if they are planning to use the GIS software.

This text is a durable resource for first-time and veteran geography teachers to use as the basis of the Senior 2 geography curriculum. Its breadth and depth make it an appropriate resource to accompany the new Senior 2 social studies curriculum.

**Note:** The CD-ROM test bank *Making Connections to Geography* supports the *Geographic Issues of the 21st Century* student text. This test bank allows teachers to create tests with a variety of questions, from basic fill-in-the-blanks to essays. The program allows tests to be edited by teachers, including dropping questions or adding additional questions.

**Suggested Use:** Senior 2; Cluster 1; Cluster 2; Cluster 3; Cluster 4; Cluster 5; Student – Breadth and Depth

Date Recommended: 2005-Feb-26

---

**Geographic Issues of the Twenty-first Century Teacher Support Package.** Manitoba Edition (Print-Integrated Resource). Clark, Bruce, W., et al. (Geographic Issues in the Twenty-first Century). Pearson Education Canada (PRN), 2005. 506 p. ISBN 0-13-196560-3.

*Geographic Issues of the 21st Century* is a thorough and well-organized teacher's guide that supports the accompanying student text, and is appropriate for use in the new Senior 2 geography curriculum.

This guide is well-organized and parallel with the text, and has an easy-to-use layout. Each chapter provides an overview and explanation of its educational philosophy and rationale, as well as background information. Each chapter provides learning experiences to enhance the text material, as well as final activities. The guide also gives answers to all text questions. Suggestions for teaching the course to ESL students are also included. Teacher background information is listed in a bibliography. Web links are also included.

Some blackline masters are provided, as well as a set of instructions and activities for GIS lessons that are appropriate for activities with the text. Rubrics and scoring tools are also outlined. Some locally based Manitoba activities are also included to enhance the Canadian and global material in the text.

**System Requirements:**

**Windows:**

- Windows 3.1 or higher, with 256 colors
- Word (word files created in Word 2000)
- Adobe Acrobat Reader
- **ArcView* Software
- Recent web browser (contents of CD-ROM have been optimized for Netscape Navigator 4)
- CD-ROM drive

**Macintosh:**
- Macintosh with 4 MB physical RAM
- Word (word files created in Word 2000)
- Adobe Acrobat Reader
- **ArcView* Software
- Recent web browser (contents of CD-ROM have been optimized for Netscape Navigator 4)
- CD-ROM drive

*Manitoba Education, Citizenship and Youth has purchased a provincial site licence for the *ArcView* software.

**Suggested Use:** Senior 2; Cluster 1; Cluster 2; Cluster 3; Cluster 4; Cluster 5; Teacher Reference

Date Recommended: 2005-Feb-26

---

**Geography and GIS: GIS Activities for Students** (Print-Non-Fiction). Pottle, Todd. Nelson (NEL), 2004 ISBN 0-7715-2830-6.

This student activity book provides ten detailed but easy to follow lessons that require the use of the Geographic Information Systems (GIS) software *ArcView*.* The book features data tables and a variety of coloured illustrations, and it makes use of conventional GIS icons, graphics, and screen captures.

The lessons deal with Canadian topics on physical, human, and cultural geography. Background information is provided for each topic to establish a basis for inquiry, which is followed by a set of focus questions. Students are then led through a step-by-step *ArcView* activity to enhance their understanding of the topic. Analysis questions and extension activities follow each activity. The workbook includes a floppy disk with data for one of the lessons; the remaining lessons draw data from the *ArcCanada* data sets which are available to Manitoba schools through the province-wide licence agreement for *ArcView* software.

*Manitoba Education, Citizenship and Youth has purchased a provincial site licence for the *ArcView* software.

**Suggested Use:** Senior 2; Core Concept: Citizenship; Cluster 1, Cluster 4, Cluster 5; Student – Depth

Date Recommended: 2003-Nov-17

---

**Making Connections to Geography Test Bank CD-ROM** (CD-ROM). Clark, Bruce, et al. Pearson Education Canada (PRN), 2004. includes booklet. ISBN 0-13-122507-3.

The CD-ROM test bank supports *Geographic Issues of the 21st Century* student text and the Pearson School Atlas. This text bank allows teachers to create tests with a variety of questions from basic fill-in-the-blanks to essays. Questions can be drawn from chapters, units, or the entire text book, generated randomly or by list. Keys can be printed and tests can be either paper-based or web-based. Quiz Master allows tests to be put on networks and used in school labs. Teachers can also print reports and results on screen or on paper. Tests can also be modified to suit individual student needs and the school timetable. The program allows tests to be edited by teachers, including dropping questions or adding outside questions. It is user friendly and little prior computer experience is necessary to use it. The CD runs on Windows and Mac and is accompanied by a detailed wire-bound manual. There is also a handy quick reference booklet and an online connection to Pearson Canada.

**System Requirements:**

**Windows:**
- Intel 486 or Pentium series (I, II, III, etc.) microprocessor running at 150 MHz
- CD-ROM drive
- 15” color monitor
- Windows 98, Me, NT, 2000, or XP
- 15-20 MB available hard disk space, depending on size of testbank
- 24 MB RAM (64 MB RAM for Windows 2000)
- Microsoft Internet Explorer Version 4 or higher OR Netscape Version 4 or higher

**Macintosh:**
- Power Macintosh
- CD-ROM drive
- 15” color monitor
- System 8.6 or 9.x with CarbonLib 1.5 or higher; or Mac OS X
- 15-20 MB available hard disk space, depending on size of testbank
- 24 MB RAM
- Microsoft Internet Explorer Version 4 or higher OR Netscape Version 4 or higher

**Suggested Use:** Senior 2; Cluster 1; Cluster 2; Cluster 3; Cluster 4; Cluster 5; Teacher Reference

Date Recommended: 2005-Feb-26

---

**Mapping Our World: GIS Lessons for Educators** (Print-Non-Fiction). Palmer, Anita M. ESRI Incorporated (ESRI), 2002. ISBN 1-58948-022-8.

This detailed teacher resource provides a collection of lessons pertaining to the theory and practice of Geographic Information Systems (GIS). A short module describes the basics of the *ArcView* software, followed by six modules. Each module contains three lessons, organized thematically and regionally, that deal with specific aspects of physical and human geography around the world. For each theme there are regional, global, and advanced lessons.

Each lesson provides a lesson overview, required materials, learning outcomes, teacher notes, and a detailed student GIS-based activity. In addition to the lessons, the resource includes student handouts (blackline masters), assessments and rubrics, the necessary data and software (CD ROMS), and a one-year site licence for *ArcView* 3x.* Symbols, icons, and screen captures are used throughout.

While the resource does not provide adequate support for the curricular outcomes of *Senior 2 Social Studies: Geographic Issues in the 21st Century*, its strength lies in providing excellent GIS-based lesson activities to achieve a variety of learning outcomes.

*Manitoba Education, Citizenship and Youth has purchased a provincial site licence for the *ArcView* software.

**Suggested Use:** Senior 2; Cluster 1, Cluster 4; Teacher Reference

Date Recommended: 2003-Nov-17

---

**On the Threshold: Analysing Canadian and World Issues** (Student Edition) (Print-Non-Fiction). Cartwright, Fraser. Nelson (NEL), 2002. 333 p. ISBN 0-7715-8235-8.

This resource is recommended as a teacher resource, particularly for teachers who are looking for additional classroom material. The textbook features interesting case studies and excellent satellite images, and includes a variety of maps, photographs, graphs, graphic organizers, charts, cartoons, and illustrations. Each chapter includes an introduction and a significant number of questions organized under the headings Knowledge/Understanding, Thinking/Inquiry, Communication, and Application. The textbook allows for investigation and research through the use of the Internet and Geographic Information Systems (GIS) applications. It provides moderate information related to Cluster 5 of the Senior 2 curriculum. Some topics in the core concept: citizenship, Cluster 1, Cluster 2, Cluster 3 and Cluster 4 are introduced superficially and lack depth and detail. The material is relatively high-level for Senior 2 students, and there is little Canadian focus. Teachers could use the textbook independent of the teacher resource binder.

**Suggested Use:** Senior 2; Cluster 5; Teacher Reference

Date Recommended: 2003-Nov-17

---

**On the Threshold: Analysing Canadian and World Issues Teacher's Resource Binder** (Print-Non-Fiction). Birchall, Gary. Nelson (NEL), 2003. 364 p. ISBN 0-7715-8236-6.

This teacher's guide parallels the student textbook. It contains in-depth answers to the chapter questions, tests for each chapter and answer keys, blackline masters, pedagogical activities, project ideas, and culminating ideas. It also provides rubrics for marking assignments and references to online resources, as well as video materials and a general reference list.

**Suggested Use:** Senior 2; Cluster 5; Teacher Reference

Date Recommended: 2003-Nov-17

---

**Pearson School Atlas** (Atlas). Morrow, Robert. Pearson Education Canada (PRN), 2004. 221 p. ISBN 0-13-039311-8.

This atlas is appropriate for Grade 7, 8, Senior 1 and Senior 2 and contains full-colour maps, charts, and satellite images, arranged by region. A unique feature of the atlas is that the political and physical maps are grouped together, followed by thematic maps and data charts. There are regional topographic maps, including sites in Manitoba, and a section explaining how to read the maps (although there is no legend on the individual maps). The maps are clear and detailed, although colour gradations may be challenging. A world gazetteer, a glossary, and a theme/subject index form a reference section. Additional data appear in a separate section at the back of the atlas.

**Suggested Use:** Senior 2; Cluster 1; Student – Breadth and Depth; Teacher Reference

Date Recommended: 2003-Nov-17

---

**Pearson School Atlas Teacher Resource** (Print-Non-Fiction). Morrow, Robert. Pearson Education Canada (PRN), 2004. 520 p. ISBN 0-13-039309-6.

This teacher resource supports the Pearson School Atlas, and will be useful for Middle and Senior Years teachers, particularly at Grade 7, Grade 8, Senior 1, and Senior 2. This comprehensive package provides materials to support basic map understandings, as well as geographic and problem-solving skills related to Canada and the world. The teacher resource includes teacher/student background information, blackline masters (maps and activity sheets) and answer keys, and is organized under the following areas: Atlas Skills; Canada – Thematic; Canada – Regional; World Thematic; and World Regional.

**Suggested Use:** Senior 2; Cluster 1; Teacher Reference

Date Recommended: 2003-Nov-17

## Alphabetical Title Listing of Suggested Uses by Audience

**Core Concept: Citizenship**

- Geography and GIS: GIS Activities for Students

**Cluster 1**

- Canadian Oxford School Atlas
- Geographic Issues in the Twenty-first Century (Student Edition)
- Geographic Issues in the Twenty-first Century Teacher Support Package
- Geography and GIS: GIS Activities for Students
- Making Connections to Geography Test Bank CD-ROM
- Mapping Our World: GIS Lessons for Educators
- Pearson School Atlas
- Pearson School Atlas Teacher Resource

**Cluster 2**

- Geographic Issues in the Twenty-first Century (Student Edition)
- Geographic Issues in the Twenty-first Century Teacher Support Package
- Making Connections to Geography Test Bank CD-ROM

**Cluster 3**

- Geographic Issues in the Twenty-first Century (Student Edition)
- Geographic Issues in the Twenty-first Century Teacher Support Package
- Making Connections to Geography Test Bank CD-ROM

**Cluster 4**

- Geographic Issues in the Twenty-first Century (Student Edition)
- Geographic Issues in the Twenty-first Century Teacher Support Package
- Geography and GIS: GIS Activities for Students
- Making Connections to Geography Test Bank CD-ROM
- Mapping Our World: GIS Lessons for Educators

**Cluster 5**

- Fieldwork First Hand: A Close Look at Geography Fieldwork *(Out-of-Print)*
- Geographic Issues in the Twenty-first Century (Student Edition)
- Geographic Issues in the Twenty-first Century Teacher Support Package
- Geography and GIS: GIS Activities for Students
- Making Connections to Geography Test Bank CD-ROM
- On the Threshold: Analysing Canadian and World Issues (Student Edition)
- On the Threshold: Analysing Canadian and World Issues Teacher's Resource Binder

**Senior 2**

- Canadian Oxford School Atlas
- Fieldwork First Hand: A Close Look at Geography Fieldwork *(Out-of-Print)*
- Geography and GIS: GIS Activities for Students
- Geographic Issues in the Twenty-first Century (Student Edition)
- Geographic Issues in the Twenty-first Century Teacher Support Package
- Making Connections to Geography Test Bank CD-ROM
- Mapping Our World: GIS Lessons for Educators
- On the Threshold: Analysing Canadian and World Issues (Student Edition)
- On the Threshold: Analysing Canadian and World Issues Teacher's Resource Binder
- Pearson School Atlas
- Pearson School Atlas Teacher Resource

**Student – Breadth and Depth**

- Geographic Issues in the Twenty-first Century (Student Edition)
- Pearson School Atlas

**Student – Depth**

- Geography and GIS: GIS Activities for Students

**Teacher Reference**

- Canadian Oxford School Atlas
- Fieldwork First Hand: A Close Look at Geography Fieldwork *(Out-of-Print)*
- Geographic Issues in the Twenty-first Century Teacher Support Package
- Making Connections to Geography Test Bank CD-ROM
- Mapping Our World: GIS Lessons for Educators
- On the Threshold: Analysing Canadian and World Issues (Student Edition)
- On the Threshold: Analysing Canadian and World Issues Teacher's Resource Binder
- Pearson School Atlas

## Alphabetical Title Listing of Media Type

**Atlas**

- Canadian Oxford School Atlas
- Pearson School Atlas

**CD-ROM**

- Making Connections to Geography Test Bank CD-ROM

**Print-Integrated Resource**

- Geographic Issues in the Twenty-first Century
- Geographic Issues in the Twenty-first Century (Student Edition)
- Geographic Issues in the Twenty-first Century Teacher Support Package

**Print-Non-Fiction**

- Fieldwork First Hand: A Close Look at Geography Fieldwork *(Out-of-Print)*
- Geography and GIS: GIS Activities for Students
- Mapping Our World: GIS Lessons for Educators
- On the Threshold: Analysing Canadian and World Issues (Student Edition)
- On the Threshold: Analysing Canadian and World Issues Teacher's Resource Binder
- Pearson School Atlas Teacher Resource

## Distributor Directory

**Note all resources in this bibliography can also be purchased through the Manitoba Text Book Bureau (see listing below).**

**CrHill**
Crakehill Press
4 Brewester Road
Leyton
London, E10 6RG GBR

**ESRI**
ESRI Incorporated
380 New York Street
Redlands, CA 92373 USA
(909) 793-2853
Fax: (909) 307-3100
E-mail: esripress@esri.com
Website: <http://www.esri.com/esripress>

**MTBB**
Manitoba Text Book Bureau
130, 1st Avenue West, Box 910
SOURIS MB R0K 2C0
(866) 771-6822
(204) 483-5040
Fax: (204) 483-5041
Email: mtbb@merlin.mb.ca
Website: <http://www.mtbb.mb.ca>

**NEL**
Nelson
1120 Birchmount Rd
SCARBOROUGH ON M1K 5G4
(800) 268-2222
(416) 752-9100
Fax: (800) 430-4445
E-mail: inquire@nelson.com
Website: <http://www.nelson.com>

**OUP**
Oxford University Press
70 Wynford Dr
DON MILLS ON M3C 1J9
(800) 387-8020
(416) 441-2941
Fax: (416) 444-0427
E-mail: custserv@oupcan.com
Website: <http://www.oupcan.com>

**PRN**
Pearson Education Canada
School Division
26 Prince Andrew Place
TORONTO ON M3C 2T8
(416) 447-5101
Fax: (416) 443-0948
Website: <http://www.pearsoned.ca>

SENIOR 2

# *Outcomes Tracking Sheets*

Appendix G

# Cluster 1: Geographic Literacy

| Outcome | Check if targeted | | | | |
|---|---|---|---|---|---|

## Learning Experience 1.1: What Is Geography?

| | | | | | | |
|---|---|---|---|---|---|---|
| KL-008 | Define the term geography. | | | | | |
| KC-001 | Give examples of ways in which geographic knowledge and understanding can inform decision making. | | | | | |
| VC-001 | Value the importance of geographic knowledge and understanding in making informed decisions. | | | | | |

## Learning Experience 1.2: Physical and Human Geography

| | | | | | | |
|---|---|---|---|---|---|---|
| KL-009 | Identify elements of physical and human geography. | | | | | |
| KL-010 | Describe the relationship between physical and human geography. | | | | | |
| KL-011 | Locate major physical features on a map of North America. | | | | | |
| KL-012 | Locate international political divisions on a map of North America. | | | | | |
| KL-013 | Locate provinces, territories, and capital cities on a map of Canada. | | | | | |

## Learning Experience 1.3: Place and Identity

| | | | | | | |
|---|---|---|---|---|---|---|
| KI-003 | Explain the relationship between place and identity. | | | | | |
| KH-032 | Recognize that the study of geography includes the study of change over time. | | | | | |
| KP-040 | Describe ways in which various globes, maps, and map projections may influence perceptions. | | | | | |
| VI-002 | Appreciate the importance of place to their identity. | | | | | |

## Learning Experience 1.4: Global Environmental Types

| | | | | | | |
|---|---|---|---|---|---|---|
| KL-014 | Explain the concept of global environmental types as physical geographic regions that are composites of climate, vegetation, and soils. | | | | | |
| KL-015 | Identify global environmental types on a map of the world. | | | | | |
| KL-016 | Locate on a map of Manitoba global environmental types found in Manitoba. | | | | | |
| KL-017 | Identify on a map of the world major population clusters and explain the relationship between population and global environmental types. | | | | | |

## Learning Experience 1.5: Why Care?

| | | | | | | |
|---|---|---|---|---|---|---|
| KL-018 | Explain the importance of stewardship in the preservation of the Earth's complex environment. | | | | | |
| VL-005 | Respect the Earth as a complex environment in which humans have important responsibilities. | | | | | |

# Cluster 2: Natural Resources

| Outcome | Check if targeted |
|---|---|

## Learning Experience 2.1: Location

| | | | | | | |
|---|---|---|---|---|---|---|
| KL-019 | Identify major natural resources on a map of the world, map of North America, and a map of Canada. | | | | | |

## Learning Experience 2.2: Diverse Perspectives

| | | | | | | |
|---|---|---|---|---|---|---|
| KI-004 | Identify Aboriginal perspectives and rights regarding natural resources and their use. | | | | | |
| KH-033 | Identify factors that influence the changing use of natural resources over time. | | | | | |
| KP-041 | Identify ways in which competing interests and needs influence control and use of the land and natural resources in Canada. | | | | | |
| VI-003 | Be willing to consider diverse views regarding the use of natural resources. | | | | | |

## Learning Experience 2.3: Sustainable Development

| | | | | | | |
|---|---|---|---|---|---|---|
| KC-002 | Describe sustainability issues related to natural resource extraction and consumption. | | | | | |
| KG-035 | Identify implications of more-developed countries extracting resources from less-developed countries. | | | | | |
| VP-009 | Be willing to consider the implications of personal choices regarding natural resources. | | | | | |

# Cluster 3: Food From the Land

| Outcome | Check if targeted | | | | |
|---|---|---|---|---|---|

## Learning Experience 3.1: Areas and Conditions

| | | | | | | |
|---|---|---|---|---|---|---|
| KL-020 | Identify the major food production areas on a map of the world and a map of Canada. | | | | | |
| KL-021 | Identify physical conditions required to produce major food crops. | | | | | |
| KL-023 | Describe the impact of various agricultural practices on the physical environment. | | | | | |
| VL-005 | Respect the Earth as a complex environment in which humans have important responsibilities | | | | | |

## Learning Experience 3.2: Food Production

| | | | | | | |
|---|---|---|---|---|---|---|
| KI-005 | Identify human factors affecting the production and use of various types of food. | | | | | |
| KH-034 | Give examples of ways in which food production has changed over time. | | | | | |
| KE-044 | Identify the stages involved in food production and distribution. | | | | | |

## Learning Experience 3.3: Safeguarding Our Food Supply

| | | | | | | |
|---|---|---|---|---|---|---|
| KL-022 | Explain ways in which natural and human-caused phenomena affect food production. | | | | | |
| KG-037 | Give examples of the potential impact of climate change on food production. | | | | | |
| VL-005 | Respect the Earth as a complex environment in which humans have important responsibilities. | | | | | |
| VL-006 | Be willing to consider the environmental consequences of their food choices. | | | | | |

## Learning Experience 3.4: Contemporary Issues

| | | | | | | |
|---|---|---|---|---|---|---|
| KG-036 | Describe issues related to freshwater and saltwater food resources. | | | | | |
| KG-038 | Identify issues relating to scarcity and distribution of food. | | | | | |
| KE-043 | Identify the changing nature of farming on the prairies and describe the social and economic implications for communities. | | | | | |
| KE-045 | Identify issues related to genetic modification of plants and animals. | | | | | |
| VP-010 | Be willing to consider the economic and political influence of their food choices. | | | | | |

# Cluster 4: Industry and Trade

| Outcome | Check if targeted | | | | |
|---|---|---|---|---|---|

## Learning Experience 4.1: Definition and Location

| | | | | | | |
|---|---|---|---|---|---|---|
| KL-025 | Identify on a map of the world and on a map of North America major manufacturing regions. | | | | | |
| KE-046 | Define the term industry and give examples of primary, secondary, tertiary, and quaternary industries. | | | | | |
| KE-047 | Identify factors that determine the location of industry. | | | | | |
| KE-048 | Use examples to describe advantages and disadvantages of locating a manufacturing industry in a particular area. | | | | | |

## Learning Experience 4.2: Topics in Industry and Trade

| | | | | | | |
|---|---|---|---|---|---|---|
| KE-049 | Identify current issues related to industry and trade. | | | | | |
| KL-024 | Identify on a map of the world Canada's major trading partners and major products traded. | | | | | |
| KI-006 | Give examples of increasing involvement of Aboriginal peoples in business and industry in Canada. | | | | | |
| VE-011 | Be willing to consider the economic implications of their consumer choices. | | | | | |

## Learning Experience 4.3: Globalization

| | | | | | | |
|---|---|---|---|---|---|---|
| KG-039 | Define the concept of globalization and identify related social issues. | | | | | |
| VG-008 | Be willing to consider the social and environmental impacts of their consumer choices. | | | | | |

# Cluster 5: Urban Places

| Outcome | Check if targeted |
|---|---|

## Learning Experience 5.1: Rural, Urban, and Remote Places

| | | | | | | |
|---|---|---|---|---|---|---|
| KL-026 | Use examples to distinguish among rural, urban, and remote places. | | | | | |
| VL-007 | Be willing to consider the merits of living in rural, urban, and remote places. | | | | | |

## Learning Experience 5.2: Location and Function of Urban Places

| | | | | | | |
|---|---|---|---|---|---|---|
| KL-027 | Locate major urban centres on a map of the world and on a map of North America. | | | | | |
| KL-028 | Identify factors that influence the location of urban centres. | | | | | |
| KE-050 | Use Canadian examples to describe the major functions of urban places. | | | | | |
| KP-042 | Identify reasons for the emergence of particular cities as centres of power and wealth. | | | | | |

## Learning Experience 5.3: Environmental and Economic Issues

| | | | | | | |
|---|---|---|---|---|---|---|
| KL-030 | Describe urban environmental and economic issues. | | | | | |
| KE-051 | Identify issues related to urban growth and decline. | | | | | |
| KL-031 | Describe the role of urban planning and use examples to illustrate its importance. | | | | | |
| VE-012 | Appreciate the interdependence between urban centres and hinterlands. | | | | | |

## Learning Experience 5.4: The Impact of Urbanization

| | | | | | | |
|---|---|---|---|---|---|---|
| KI-007 | Analyze urban social issues. | | | | | |
| KL-029 | Describe the impact of urbanization on Canadian ways of life. | | | | | |
| VI-004 | Value the social diversity of urban centres. | | | | | |

# Skills Outcomes Tracking Sheet

| Outcome | Check if targeted |
|---|---|

## Skills for Active Democratic Citizenship

| | | | | | | |
|---|---|---|---|---|---|---|
| S-100 | Collaborate with others to achieve group goals and responsibilities. | | | | | |
| S-101 | Use a variety of strategies in conflict resolution. | | | | | |
| S-102 | Make decisions that reflect fairness and equality in their interactions with others. | | | | | |
| S-103 | Promote actions that reflect principles of environmental stewardship and sustainability. | | | | | |
| S-104 | Seek consensus in collaborative problem solving. | | | | | |
| S-105 | Recognize and take a stand against discriminatory practices and behaviours. | | | | | |
| S-106 | Propose options that are inclusive of diverse perspectives. | | | | | |
| S-107 | Make decisions that reflect social responsibility. | | | | | |

## Skills for Managing Information and Ideas

| | | | | | | |
|---|---|---|---|---|---|---|
| S-200 | Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary. | | | | | |
| S-201 | Organize and record information in a variety of formats and reference sources appropriately. | | | | | |
| S-202 | Select and use appropriate tools and technologies to accomplish tasks. | | | | | |
| S-203 | Construct maps using a variety of information sources and technologies. | | | | | |
| S-204 | Select, use, and interpret various types of maps. | | | | | |
| S-205 | Recognize and interpret various map projections. | | | | | |

*(continued)*

## Skills Outcomes Tracking Sheet *(continued)*

| Outcome | | Check if targeted | | | | |
|---|---|---|---|---|---|---|
| **Critical and Creative Thinking Skills** | | | | | | |
| S-300 | Formulate geographic questions to plan inquiry and research. | | | | | |
| S-301 | Consider the context of events, accounts, ideas, and interpretations. | | | | | |
| S-302 | Draw conclusions and make decisions based on research and various types of evidence. | | | | | |
| S-303 | Reconsider personal assumptions based on new information and ideas. | | | | | |
| S-304 | Analyze physical material and evidence during research. | | | | | |
| S-305 | Compare diverse perspectives and interpretations in the media and other information sources. | | | | | |
| S-306 | Analyze prejudice, racism, stereotyping, and other forms of bias in the media and other information sources. | | | | | |
| S-307 | Propose and defend innovative options or solutions to address issues and problems. | | | | | |
| S-308 | Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective. | | | | | |
| S-309 | Observe patterns and make generalizations based on geographic inquiry. | | | | | |
| **Communication Skills** | | | | | | |
| S-400 | Listen to others to understand their perspectives. | | | | | |
| S-401 | Use language that is respectful of human diversity. | | | | | |
| S-402 | Express informed and reasoned opinions. | | | | | |
| S-403 | Present information and ideas in a variety of formats appropriate for audience and purpose. | | | | | |
| S-404 | Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions. | | | | | |
| S-405 | Articulate their perspectives on issues. | | | | | |
| S-406 | Debate differing points of view regarding an issue. | | | | | |

SENIOR 2

# *Bibliography*

Appendix H

# Bibliography

Banks, James A., and Cherry A. McGee Banks. *Multicultural Education: Issues and Perspectives*, 3rd Edition. Needham Heights, MA: Allyn and Bacon, 1997.

Bannatyne-Cugnet, Jo, and Yvette Moore Montréal (illustrations). *A Prairie Alphabet*. Tundra Books, 1992.

Barron, R.F. (1969). "The Use of Vocabulary as an Advance Organizer." In *Research in Reading in the Content Areas: First Report*, H. L. Herber and P. L. Sanders (Eds.) Syracuse, NY: Syracuse University Reading and Language Arts Centre: 29-39.

Billmeyer, R., and M.L. Barton. *Teaching Reading in the Content Areas: If Not Me, Then Who?* (2nd Edition). Aurora, CO: Mid-continent Research for Education and Learning, 1998.

Black Learners Advisory Committee (BLAC). *Report on Education*. Halifax, NS: BLAC, December 1994.

Bouchard, David, and Henry Ripplinger (illustrations). *If You're Not from the Prairie*. Vancouver, BC: Raincoast Books/Summer Wild Productions, 1993.

Buehl. Doug. *Classroom Strategies for Interactive Learning* 2nd ed. Newark, NJ: International Reading Association, 2001.

Campbell Hill, Bonnie, and Cynthia Ruptic. *Practical Aspects of Authentic Assessment: Putting the Pieces Together*. New York, NY: Christopher-Gordon Publishers, 1994.

Case, Roland, and Penney Clark, eds. *The Canadian Anthology of Social Studies: Issues and Strategies for Teachers*. Vancouver, BC: Pacific Educational Press, 1997.

Cotton, Kathleen. *Research You Can Use To Improve Results*. Alexandria, VA: Association for Supervision and Curriculum Development, 1999.

Council for Interracial Books for Children. "Suggestions for Developing Positive Racial Attitudes." In *Bulletin* 11.3-4. New York, NY: Council for Interracial Books for Children, 1980.

Cross, W. *Shades of Black: Diversity in African American Identity*. Philadelphia, PA: Temple University Press, 1991.

Davies, Anne. "Reconsidering Learning, Classroom Assessment, and Leadership: Professional Development that Results in Personal and Systemic Change." Victoria, BC: Classroom Connections International Symposium, 2001.

Derman-Sparks, L., and C.B. Phillips. *Teaching/Learning Anti-Racism: A Developmental Approach*. New York, NY: Teachers College Press, 1997.

Fender, Gloria. *Learning to Learn: Strengthening Study Skills and Brain Power*. Nashville, TN: Incentive Publications, 1990.

Frayer, D.A., W.C. Frederick, and H.G. Klausmeier. *A Schema for Testing the Level of Concept Mastery*. (Technical Report no. 16). Madison, WI: University of Wisconsin Research and Development Centre for Cognitive Learning, 1969.

Glatthorn, Natalie. *Learning Twice: An Introduction to the Methods of Teaching*. New York, NY: HarperCollins College, 1993.

# Bibliography

Gordon, Christine J., Mary El Sheridan, and W. James Paul. *Content Literacy for Secondary Teachers*. Toronto, ON: Harcourt Brace, 1998.

Gritzner. Charles. "Why Geography?" *Journal of Geography* 102 (2). March/April 2003: 90-91.

Haggard, M. (1986). "The Vocabulary Self-Collection Strategy: Using Student Interest and World Knowledge to Enhance Vocabulary Growth." In *Journal of Reading* 29: 634-642.

Helms, J. E. (ed.) *Black and White Racial Identity: Theory, Research and Practice*. Westport, CT: Greenwood Press, 1990.

Kagan, S. *Cooperative Learning Resources for Teachers*. San Juan Capistrano, CA: Kagan Cooperative Learning, 1992.

Klinkenberg, Dr. Brian, "Applied GIS: Using Your Knowledge" lecture notes. Vancouver, BC: University of British Columbia, n.d.

Manitoba. *The Sustainable Development and Consequential Amendments Act*. C.C.S.M.c. S270. Winnipeg, MB: Queen's Printer—Statutory Publications, 1997.

Manitoba Education and Training. "Strategies That Make a Difference," *Grades 5 to 8 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998.

---. *A Foundation for Excellence*. Winnipeg, MB: Manitoba Education and Training, 1995.

---. *Education for a Sustainable Future: A Resource for Curriculum Developers, Teachers, and Administrators*. Winnipeg, MB: Manitoba Education and Training, 2000.

---. *Senior 2 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998.

---. *Senior 3 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1999.

---. *Senior 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 2000.

---. *Success for All Learners: A Handbook on Differentiating Instruction*. Winnipeg, MB: Manitoba Education and Training, 1996.

Manitoba Education and Youth. *Kindergarten to Grade 8 Social Studies: Manitoba Curriculum Framework of Outcomes*. Winnipeg, MB: Manitoba Education and Youth, 2003.

---. *Integrating Aboriginal Perspectives into Curricula: A Resource for Curriculum Developers, Teachers, and Administrators*. Winnipeg, MB: Manitoba Education and Youth, 2003.

---. *Senior 2 Science: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Youth, 2003.

Manitoba Education, Citizenship and Youth. *Senior 3 Current Topics in the Sciences 30S: A Framework of General and Specific Learning Outcomes* (June 2004 Unedited Draft). Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2004.

# Bibliography

Marran, James F. "Geography: An Essential School Subject—Five Reasons Why." In *Journal of Geography* 102 (1). January/February 2003: 42–43.

Marzano, R. "The Debate over Vocabulary Instruction." In *What Works in Schools: Translating Research into Action*. Alexandria,VA: Association for Supervision and Curriculum Development, 2003.

Maxwell, Rhoda J., and Mary Jordan Meiser. *Teaching English in Middle and Secondary Schools*, 2nd Edition. Upper Saddle River, NJ: Prentice Hall, 1997.

Pratt, David. *Curriculum Planning: A Handbook for Professionals*. Orlando, FL: Harcourt Brace, 1994.

Punk, W. *How to Study in College*. Boston, MA: Houghton Mifflin, 1983.

Royal Canadian Geographical Society. Asking Geographic Questions. Toronto, ON: Royal Canadian Geographic Society, n.d.

Ryan, R.M., J. P. Connell, and E.L. Deci. "A Motivational Analysis of Self-Determination and Self-Regulation in Education." *Research on Motivation in Education: The Classroom Milieu*, Vol. 2. New York, NY: Academia Press, 1985: 13-51.

Saskatchewan Education. *Instructional Approaches: A Framework for Professional Practice*. Regina, SK: Saskatchewan Education, 1991.

Schwartz, R., and T. Raphael (1985). "Concept of Definition: A Key to Improving Students' Vocabulary." In *The Reading Teacher*, 39 (2). International Reading Association: 198-205.

Schwartz, R.M. (1988). "Learning Vocabulary in Content-Area Textbooks." In *Journal of Reading*, International Reading Association: 113.

Stronge. James H. *Qualities of Effective Teachers*. Alexandria, VA: Association for Supervision and Curriculum Development, 2002.

Sutton, Ruth. *Assessment for Learning*. London, UK: Ruth Sutton Publications, 1995.

Tierney, Robert J., John E. Readence, and Ernest K. Dishner. *Reading Strategies and Practices: A Compendium*. 4th ed. Toronto, ON: Allyn and Bacon, 1995.

Vacca, R.T., and J.A. Vacca. *Content Area Reading: Literacy Learning Across the Curriculum* (8th Edition). Toronto, ON: Pearson, 2004.

Western Canadian Protocol for Collaboration in Basic Education. *The Common Curriculum Framework for Social Studies, Kindergarten to Grade 9*. Winnipeg, MB: Manitoba Education, Training and Youth, 2002.

Wiggins, Grant, and Jay McTighe. *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 1998.

Printed in Canada
Imprimé au Canada