

**CODE/MOE/UOIT Makerspaces Project--Lesson Planning Template**

**School Board: Lakehead Public Schools**

**Grade(s): 7**

**Subject(s): Geography & Language Arts--Media Literacy & Oral Communication**

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| **BIG IDEAS: Geography Grade 7 –** Mankind impacts the world every time it extracts a resource.  **Inquiry: using the geographic inquiry process to investigate the impact of natural events and/or human activities that change the physical environment, exploring the impact from a geographic perspective (FOCUS ON: Geographic Perspective)**  **Media Literacy – Grade 7 – demonstrating an understanding of a variety of media texts**  **Oral Communication – Grade 7 - using speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes**  **Curriculum Expectations:**  **OVERALL: Geography Grade 7:**  **B1. Application: analyse aspects of the extraction/harvesting and use of natural resources in different regions of the world, and assess ways of preserving these resources (FOCUS ON: Spatial Significance; Interrelationships)**  **B2. Inquiry: use the geographic inquiry process to investigate issues related to the impact of the extraction/harvesting and/or use of natural resources around the world from a geographic perspective (FOCUS ON: Geographic Perspective)**  **B3. Understanding Geographic Context: demonstrate an understanding of the sources and use of different types of natural resources and of some of the effects of the extraction/harvesting and use of these resources (FOCUS ON: Spatial Significance; Geographic Perspective)**  **SPECIFIC: Geography 7:**  **A2.5 evaluate evidence and draw conclusions about the impact of natural events and/or human activities that change the physical environment**  **A3.5 describe some key natural processes and human activities (e.g., changes in rainfall, melting of glaciers, erosion, rising sea levels, climate change, constructing dams, irrigation, bottling water from aquifers) that create and change water bodies and systems**  **B1.1 analyse interrelationships between the location/accessibility, mode of extraction/ harvesting, and use of various natural resources**  **B1.2 analyse natural resource extraction/harvesting and use in some specific regions of the world**  **B2.1 formulate questions to guide investigations into issues related to the impact of the extraction/ harvesting and/or use of natural resources around the world from a geographic perspective**  **B2.2 gather and organize data and information from a variety of sources on the impact of resource extraction/harvesting and/or use, ensuring that their sources reflect more than one perspective**  **B2.5 evaluate evidence and draw conclusions about issues related to the impact of natural resource extraction/harvesting and/or use around the world**  **B3.1 identify Earth’s renewable, non-renewable, and flow resources (e.g., renewable: trees, natural fish stocks, soil, plants; non-renewable: fossil fuels, metallic minerals; flow: solar, running water, ocean currents, tides, wind), and explain their relationship to Earth’s physical features**  **Language Grade 7 -Media Literacy**  **1.2 interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations**  **3.4 produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques**  **Language Grade 7 – Oral Communication**  **1.9 identify a wide variety of presentation strategies used in oral texts and evaluate their effectiveness (e.g., the use of humour, body language, visual aids, vocal effects** | |
| **Learning Goals:**  “We are learning to…” investigate the environmental impacts, economic impacts and social impacts that the Alberta Oil Sands have on the land, the environment and the people of Alberta, Canada and the world. | **Success Criteria:**  “We will be successful when we…”   1. identify the environmental impacts of the Alberta Oil Sands 2. identify the economic impacts of the Alberta Oil Sands 3. identify the social impacts of the Alberta Oil Sands |
| **Lesson Overview:** Students will see the impact of the Alberta Oil Sands through video and pictures on the environment, then see the impact on the economy (employment, value of property, and lack of debt) through video and pictures and the impact on the social lives of people through video and pictures in Alberta and Canada. Students will then be asked to use the ‘Green Screen’ to show the positive and negative impacts of the Alberta Oil Sands (environmentally, economically and socially). Groups of three will have five minutes to create a script using the green screen to form an opinion about the value of the Oil Sands. Is the project good or bad, why or why not? | |
| **Materials and Technology:**  Green screen, school IPAD, Green Screen APP | |
| **Student Accommodations/Modifications:**  Students will be put in groups that will accommodate a variety of student achievement levels. Students that are weaker with comprehension will be in a group with students that are stronger with comprehension. These students are much stronger with technology and will be able to contribute using their expertise in technology. | **Lesson will be differentiated by:**   * **Content, specifically:** * **Process, specifically:** * **Product, specifically:** * **Environment, specifically:** |
| **MINDS ON: Getting Started** | |
| During this phase, the teacher may:  • activate students’ prior knowledge;  • engage students by posing thought-provoking questions;  • gather diagnostic and/or formative assessment data through observation and questioning;  • discuss and clarify the task(s). | During this phase, students may:  • participate in discussions;  • propose strategies;  • question the teacher and their classmates;  • make connections to and reflect on prior learning. |
| **Describe how you will introduce the learning activity to your students.**  Students will be introduced with a video that shows the oil sands and its environmental degradation: Tipping Point: The Age of the Oil Sands | The Nature of Things’ and a video and watch a video that talks about the positives of the oil sands: <https://www.youtube.com/watch?v=C-LGrSkF1g8>  Students will then have to find support for their opinion of the Alberta Oil Sands, is it good or bad, should it be stopped or maintained or increased in size and how does the project impact or effect the environment, the social life and the economy of Alberta?  I have a video saved from a previous class that will be used as an exemplar.  **What key questions will you ask?**  What is the economy? What is the environment? What is a social impact? How does the oil sands affect the economy, the environment and society in Alberta and Canada? How are you going to demonstrate your thinking/opinion in your 5 minutes ‘Green Screen’ video?  **How will you gather diagnostic or formative data about the students’ current levels of understanding?**  Diagnostic information will be collected via the worksheet that the students will fill out that requires them to explain the concepts of Environmental Impacts, Economic Impacts and Social impacts (see attached document). Summative testing will be assessed based on the rubric that is provided to the students for the ‘Green Screen’ presentation.  **How will students be grouped? How will materials be distributed?**  Students will be placed in groups of three selected by the teacher to ensure that each group is balanced academically and balanced based on work habits. | |
| **ACTION: Working on it** | |
| During this phase, the teacher may:  • ask probing questions;  • clarify misconceptions, as needed, by redirecting students through questioning;  • answer students’ questions (but avoid providing a solution to the problem);  • observe and assess;  • encourage students to represent their thinking concretely and/or pictorially;  • encourage students to clarify ideas and to pose questions to other students. | During this phase, students may:  • represent their thinking (using numbers, pictures, words, manipulatives, actions, etc.);  • participate actively in whole group, small group, or independent settings;  • explain their thinking to the teacher and their classmates;  • explore and develop strategies and concepts. |
| **Describe the task(s) in which your students will be engaged.**  Students will be asked to create a ‘Green Screen’ video that will explain their group's opinion on the Alberta Oil Sands project. Is it good or bad using the criteria of the economic impacts, the environment impacts and the social impacts? Groups need to pick a side based on their research in the ‘Green Screen’ video that they have created.  **What misconceptions or difficulties do you think they might experience?**  Having to side with the group even if a student doesn’t believe in the decision of the group.  **How will they demonstrate their understanding of the concept?**  Students will create a ‘Green Screen’ video that supports the opinion of the group. They will use videos to support or not support the oil sands development. The video will have to investigate the economic, the environmental and the social impacts of the Oil Sands Development and use images or videos to support the research that they are using in the presentation.  **How will you gather your assessment data (e.g., checklist, anecdotal records)?**  Data will be assessed based on the rubric provided (see rubric).  **What extension activities will you provide?**  Students will then extend the activity to include how the oil sands is impacting the world. They will answer the following question in an independent writing activity: Is the Alberta Oil Sands Project the most environmentally damaging project in the history of mankind? | |
| **CONSOLIDATION: Reflecting and Connecting** | |
| During this phase, the teacher may:  • bring students back together to share and analyse strategies;  • encourage students to explain a variety of learning strategies;  • ask students to defend their procedures and justify their answers;  • clarify misunderstandings;  • relate strategies and solutions to similar types of problems in order to help students generalize concepts;  • summarize the discussion and emphasize key points or concepts. | During this phase, students may:  • share their findings;  • use a variety of concrete, pictorial, and numerical representations to demonstrate their understandings;  • justify and explain their thinking;  • reflect on their learning. |
| **How will you select the individual students or groups of students who are to share their work with the class (i.e., to demonstrate a variety of strategies, to show different types of representations, to illustrate a key concept)?**  All groups will be presenting to the class using the Smartboard.  **What key questions will you ask during the debriefing?**  Do short-term economic impacts (employment, prosperity) outweigh the negative environmental impacts of a potentially disastrous projects?  Doesn’t harvesting any type of resource impact the environment in a negative way? So, does the magnitude of the development matter?  Mankind impacts the world every time it extracts a resource!  How do resource projects in remote areas impact the people that live in those areas? What are potential social problems? Why do these problems matter? | |