

# Teacher Package

## Social Studies Exemplar Task Grade 7 – Geography Teacher Package

**Title:** Natural Resources

**Time requirement:** 260 minutes (four to five class periods)

- 20 minutes to complete the worksheet “Canada’s Natural Resources”
- 40 minutes to complete the worksheet “Using Visuals and Graphics in Geography”
- 80 minutes to research information on Canada’s natural resources using the “Research Notes Organizer”
- 120 minutes to plan and design a two-page spread for a Grade 7 geography textbook using the information already researched

### Description of the Task

This task requires each student to select and research one Canadian natural resource. Each student will then develop an informational piece about the resource, and, in the role of a contributing author to a new Grade 7 geography textbook, design the finished piece as a two-page spread for inclusion in the textbook.

### Student Scenario

The following scenario should be presented to students:

You have been invited to be a student author for a new Grade 7 geography textbook. Your job is to select and research one Canadian natural resource and submit a page of information on that resource for inclusion in the textbook. In the published book, your page will be set up as two side-by-side pages to make a two-page spread.

## Expectations Addressed in the Exemplar Task

Note that the codes that follow each of these expectations relate to the Ministry of Education’s *Curriculum Unit Planner* (CD-ROM).

### Students will:

1. demonstrate an understanding of how Canada’s natural resources have contributed to its economic development (7g47);
2. demonstrate an understanding that people use renewable, non-renewable, and flow resources in a variety of ways to meet their needs (7g50);
3. locate and record relevant information from a variety of primary sources (e.g., eyewitness interviews, field studies) and secondary sources (e.g., maps, illustrations, diagrams, print materials, videos, CD-ROMs, Internet) (7g57);
4. communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs (7g60);
5. identify patterns of natural resources, using thematic maps (e.g., locations of valuable minerals) (7g62);
6. present and defend a point of view on how a resource should be used (7g64).

## Teacher Instructions

### Prior Knowledge and Skills Required

To complete this task, students should have some knowledge or skills related to the following:

- the definition of a natural resource
- the concepts of renewable resources, non-renewable resources, and flow resources
- making jot notes and recording information from reference materials
- using a variety of reference materials and the Internet to access information

### Accommodations

Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of the exemplar task.

### **Materials and Resources Required**

Before attempting the task, students should be provided with the following materials:

- a copy of the Student Package (Appendices 1, 2, and 3) for each student
- access to reference materials about Canada's natural resources (e.g., reference books, newspaper articles, Internet sites, magazine articles, atlases, encyclopaedias, CD-ROM materials, textbooks)
- computers (if their use is part of the normal classroom practice)
- two sheets of 8" x 11" paper taped together

The task is designed so that students can complete their work in the classroom, using available reference materials. Access to a school library or resource centre may also be helpful.

### **The Rubric\***

The rubric provided with this exemplar task is to be used to assess students' work. The rubric is based on the achievement levels outlined on page 11 of *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 1998*.

Before asking students to do the task outlined in this package, review with them the elements of a rubric. Rephrase the rubric so that students can understand the different levels of achievement. You might reproduce the rubric for students or create an overhead transparency to use with the whole class.

### **Task Instructions**

#### **Introductory Activities**

The pre-tasks are designed to review and reinforce the skills and concepts that students will be using in the exemplar task.

These activities can be completed on the same day or on two separate days, one for each pre-task.

#### **Pre-task 1 (20 minutes)**

Ask students to use the student worksheet "Canada's Natural Resources" (see Appendix 1) and brainstorm with partners, recording as much information as possible under each of the headings on the worksheet: Renewable Resources, Non-Renewable Resources, Flow Resources, and Importance of Canada's Natural Resources. Alternatively, you may wish to complete the brainstorming activity as a whole-class exercise using an overhead transparency or chart paper.

#### **Pre-task 2 (40 minutes)**

1. Provide a variety of available resources (e.g., reference books, newspaper articles, Internet sites, magazine articles, atlases, encyclopaedias, CD-ROM materials, textbooks) to review with students how maps and graphs are used to communicate information.
2. Have students, working with partners, complete the "Using Visuals and Graphics in Geography" worksheet (see Appendix 2) to review the uses of graphical information in geography. Students' responses will vary depending on the resources examined by each class.
3. Debrief the activity as a class, focusing on a few key questions, such as the following: What kind of information did the visuals provide that you might not get from text alone? In your opinion, what makes a good visual in a geography textbook or atlas?
4. Explain to students that they will use their knowledge of visuals and graphics in the exemplar task.

\*The rubric is reproduced on page 79 of this document.

### Exemplar Task

Both the “Research Notes Organizer” worksheets and the textbook pages that students have designed are to be submitted for marking. Use the worksheets to ensure that students have included relevant research on the textbook pages.\*

#### Part 1: Student Research (80 minutes)

1. Present the Student Scenario to students using a chart or the chalkboard. Leave it posted while students work on the task. Post the following instructions as well:
 

Your page of information must:

  - identify one natural resource and how that resource is used;
  - explain why that resource has been important to Canadian economic development;
  - include one map and one chart, graph, or table to help explain the importance and use of the natural resource;
  - state how the resource should be used in the future, explaining your reasons.
2. To ensure that students choose relevant natural resources, you may wish to suggest, or have students brainstorm, a list of natural resources before beginning the task.
3. Have students use the “Research Notes Organizer” (see Appendix 3) to record point-form ideas and sketches for their chosen natural resource, using available resources. Provide students with additional copies of the “Research Notes Organizer” or sheets of lined paper if required.

#### Part 2: Designing a Textbook Page (120 minutes or two sessions of 60 minutes each)

1. Referring to Pre-task 2, have students briefly review the components of a good resource page in a textbook. You might ask them the following key questions:
  - Which books or resources did you find the most helpful? Why?
  - Now that you have a chance to write your own textbook pages, what do you want to be sure to include to make it interesting and helpful to students?
2. Ask students to use their “Research Notes Organizer” to plan and design their textbook pages featuring their selected natural resources.
3. Tell students that the final task must be completed *individually* and *independently*, although they may edit and revise their own work.
4. Ask students to submit for assessment both the “Research Notes Organizer” (see Appendix 3) and the textbook pages they have designed.

### Appendix 1

#### Canada’s Natural Resources

*For each category, brainstorm ideas with a partner.*

<b>Renewable Resources</b>	<b>Non-Renewable Resources</b>
<b>Flow Resources</b>	<b>Importance of Canada’s Natural Resources</b>

\*Note that these sheets are not reproduced in this exemplar document.

## Appendix 2

### Using Visuals and Graphics in Geography

Using your textbook, atlas, or other materials provided by your teacher, find different types of maps, charts, graphs, and diagrams. For each example, explain how the visual provides the reader with information.

Type of visual or graphic	Examples	How does this visual or graphic help you understand this information?
Map		
Chart		
Graph		
Diagram		

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## Appendix 3

### Research Notes Organizer

Use this organizer for making notes and planning your textbook page.

Name of natural resource : \_\_\_\_\_

What type of resource is this (e.g., a renewable, non-renewable, or flow resource)?  
How is this resource used?

Explain how this resource has been important to Canadian economic development.

Ideas for visuals:

Recommendations for the future use of this resource:

List of information sources:

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