

DRAFT Lesson Plan  
 “Respecting the Environment, Voices from the North”

Grade 5 Social Studies  
 Lesson Length: 60 minutes  
 Curriculum Connections: Alberta

<b>GLO: 5.1 Physical Geography of Canada</b>	
<p>5.1 Students will demonstrate an understanding and appreciation of how the physical geography and natural resources of Canada affect the quality of life of all Canadians.</p>	<p>5.1.1 Value Canada's physical geography and natural environment:  <i>I can...</i></p> <ul style="list-style-type: none"> <li>• appreciate the variety and abundance of natural resources in Canada</li> <li>• appreciate the diversity of geographic phenomena in Canada.</li> <li>• appreciate how the land sustains communities and the diverse ways that people have of living with the land.</li> </ul> <p>5.1.2 - Examine, critically, the physical geography of Canada.  <i>I can...</i></p> <ul style="list-style-type: none"> <li>• identify the differences and similarities among the geographical regions of Canada.</li> <li>• identify that the geographical region I live in is different from other regions of Canada.</li> <li>• identify the factors that determine climate in the diverse geographical regions of Canada (e.g., latitude, water, mountains).</li> </ul>
<b>GLO: 5.2 Histories &amp; Stories of Ways of Life in Canada</b>	
<p>5.2: Students will demonstrate an understanding of the people and the stories of Canada and their ways of life over time, and appreciate the diversity of Canada's heritage.</p>	<p>5.2.1: Appreciate the complexity of identity in the Canadian context:  <i>I can...</i></p> <ul style="list-style-type: none"> <li>• acknowledge oral traditions, narratives and stories as valid sources of knowledge about the land and diverse Aboriginal cultures and history.</li> </ul> <p>5.2.2: Examine, critically, the ways of life of Aboriginal peoples in Canada:  <i>I can...</i></p> <ul style="list-style-type: none"> <li>• understand that stories of First Nations, Métis and Inuit peoples, give us information about the relationships between people and the land.</li> </ul>

**Background:**

The Canadian Wildlife Federation (CWF) has developed The Voices from the North video series as a resource to be used in both southern and northern classrooms. This particular lesson plan has been developed to be used in conjunction with the Respecting the Environment video. This video can be accessed at <http://www.youtube.com/watch?v=Au4xYpJNqCs>.

## Opening of Lesson: Local Food Resources

### 1. **Class Discussion: (5 minutes)**

Open class with a discussion of what food is available locally for your student.

*Suggested Questions for Class Discussion:*

- What did you eat for breakfast (lunch)?
- How much of that food can be found locally where you live?
- If you could only eat food that is found within 500 km of your house (or in your province/ territory), what would you eat? (ex: cattle, grains, fish, wild game etc.) Write responses on the board to prevent repetition.
- How would your life be different if you lived somewhere else in Canada? (On the coasts more fish, prairies mostly agriculture, Arctic no agriculture etc.)

*Alternate Questions:*

- What are some of your most valued possessions, or what are the most popular items for sale in the stores now?
- What are those items made of? What types of things do you need to make those “cool” items? Review the Natural Resources that make the “cool” items. (Biotic: Forest, Petroleum Oil and Gas, Animals (birds, fish, cows) (Abiotic: Water, Land, Minerals (metals, iron, copper, silver etc.)
- What kind of natural resources do you have where you live? (Forests, Wild Animals, livestock, agriculture, minerals, oil and gas, water etc.)
- What types of things could you have if you could only have things that were made from local materials? Write responses on the board to prevent repetition.
- How would your life be different if you lived somewhere else in Canada?

### 2. **Video: *Respecting the Environment* (5 minutes)**

Prior to watching the video, tell the students that they are going to watch a video about someone from Nunavut. Ask students to locate Nunavut on the map. Ask students think about how their lives would be different if they depended on the natural resources from Nunavut to survive (food or material goods).

Watch the video from The Canadian Wildlife Federation Voices of the North Series, *Respecting the Environment*. The video can be accessed at:

<http://www.youtube.com/watch?v=Au4xYpJNqCs>

Have students watch the video clip again this time with the following questions in mind (post the following questions on the board):

- How is life different in Nunavut than where you live?
- How is life in Nunavut the same as where you live?
- Why is sport hunting different than hunting for subsistence?
- What would happen if everyone took more than they needed?

### **3. Think Pair Share: (5 minutes)**

Once students have re-watched the vignette, have students discuss the questions with a partner or small group (2-4 students).

### **4. Group Discussion: (10 minutes)**

Bring the small groups back together for a whole class discussion. Have one member from a couple of groups share key ideas that were discussed in their small groups.

*Other Questions for Class Discussion:*

- What do you think Simon Awa means by respecting the “environment and wildlife”?
- Why does Simon Awa think that attitudes towards wildlife would change if there were different resources available, like agriculture?
- At the end of the video, Simon Awa says that the connection between Nunavummiut (people living in Nunavut) and the environment is very strong. Why do you think this connection is so strong?

### **5. Activity: (25 minutes)**

Using the Parks Canada Ecozone Fact Sheets, or other available sources, have students complete the , to compare and contrast the environment they live to that of students who live in Nunavut. Comparisons could include: topography, climate, wildlife, vegetation, food resources etc. (Parks Canada Ecozone Fact Sheets can be found at: [http://www.pc.gc.ca/apprendre-learn/prof/itm2-crp-trc/htm/ecozone\\_e.asp](http://www.pc.gc.ca/apprendre-learn/prof/itm2-crp-trc/htm/ecozone_e.asp))

### **Accommodating for Diversity:**

Note this exercise can be differentiated by allowing students to write, draw, or use cut outs from magazines as their responses, depending on writing and literacy skills.

### **6. Reflection (10 minutes)**

On the board write “Similarities” in one column and “Differences” in another. Have students come up to the board and write their responses on the board. Bring class back together and discuss student’s answers.

*Suggested Questions for Class Discussion:*

- Were you surprised by any of the similarities you found between where you live and Nunavut?
- Were you surprised by any of the differences you found between where you live and Nunavut?
- How does the surrounding environment contribute (or cause) these differences? (Climate, topography, latitude etc.)

### **Assessment:**

Select a tool to assess the students’ work (e.g. contributions to discussions, student work sheets).

# Respecting the Environment Worksheet 1



Compare where you live to Nunavut. Compare things like topography, climate, vegetation, wildlife.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Things that are the same between  
\_\_\_\_\_ and Nunavut.

(Name of where you live)

Large empty rounded rectangular box for writing answers to the 'Things that are the same' question.

Things that are different between  
\_\_\_\_\_ and Nunavut.

(Name of where you live)

Empty rounded rectangular box with a horizontal line at the top, intended for writing differences.

Nunavut

Empty rounded rectangular box with the word 'Nunavut' at the top, intended for drawing or writing about Nunavut.