

Prairies- Teacher Resource

Objective: For students to explore the current environmental issues in Ontario, Canada and around the world.

Materials Needed:

- Student activity sheets (provided below)
- Computers, phones, tablets, etc.
- Teacher resource (provided)

Time Needed:

- Approximately 1 class period

Prep:

- Complete one of the following lessons:
 - Geography: A. Physical Patterns in a Changing World
 - Geography: B. Natural Resources around the World: Use and Sustainability
 - Science: A. Understanding Structures and Mechanisms
 - Science: B. Understanding Matter and Energy

- Book computer lab, computer carts, etc.
- Print off student activity sheets (1 per person)

Guiding Questions:

- Why do different people have different responses to the environment and the opportunities and challenges it presents?
- Why do we need to consider various perspectives when determining the impact of human activities?
- Why would people continue to use methods that contribute to destroying our environment when there are more environmentally safer ways?
- Why is it important for companies to find out what consumers want now and what they might want and/or need in the future?
- What would be the impact on depleted fisheries in a developing nation versus Canada?

Execution:

- Organize students into groups of 3 to 4
- Hand out student activity sheets
- Have students use the provided websites to access the information
- Once students are complete teh activity sheet, discuss as a class, or have them hand in (answers are provided for you in the teacher resource, please

note, students do not have to answer word for word, as long as they have the general idea)

Integrated Expectations across subject matters:

Language: Reading

- **Read and demonstrate an understanding of informational texts using a range of strategies to construct meaning.**

Language: Media Literacy

- **Use overt and implied messages to draw inferences and construct meaning in media texts;**
- **Identify whose point of view is presented or reflected in a media text, citing supporting evidence from the text, and suggest how the text might change if a different point of view were used.**

Science

- **Analyze the effects of human activities on habitats and communities.**

Resources used:

Videos

Newspaper/ Articles

The Dust Bowl. (n.d.). Retrieved November 25, 2020, from <https://www.cbc.ca/history/EPISCONTENTSE1EP13CH1PA2LE.html>

Journals

Fisichelli, N., Schuurman, G., Symstad, A., Ray, A., Miller, B., Cross, M., & Rowland, E. (2016). *Resource Management and Operations in Southwest South Dakota: Climate Change Scenario Planning Workshop Summary*. Retrieved November 25, 2020, from https://www.researchgate.net/figure/Conceptual-model-of-grassland-ecosystems-in-southwest-South-Dakota-showing-the_fig5_307853146.

Government Sources

Government of Ontario. (2018). Social Studies. Retrieved November 25, 2020, from <http://www.edu.gov.on.ca/eng/curriculum/elementary/sshg.html>

Government of Canada, Statistics Canada. (2019, November 26). This interactive visualization tool provides an overview of the Canada and provincial farm income data, featuring the top five year-over-year dollar change in cash receipts and gross operating expenses and the year-over-year dollar change in net farm income components. Retrieved December 07, 2020, from <https://www150.statcan.gc.ca/n1/pub/71-607-x/71-607-x2020012-eng.htm>

Hawkins, E., & Roshanafshar, S. (2015, March 25). This article highlights rates of food insecurity in Canada from 2007 to 2012. It includes comparisons between adult and child food insecurity rates. Relationships between food insecurity and the source of income, household type, and the number of children in the household are also examined. Retrieved December 07, 2020, from <https://www150.statcan.gc.ca/n1/pub/82-624-x/2015001/article/14138-eng.htm>