**Lesson Plan**

**Grade 9**

Throughout this lesson tudents will be given the opportunity to study aspects of Canada’s vast history. Students will be given the chance to study the industrialization of our country. This unit will be cross curricular incorporating the social studies, science and language arts curriculum. The unit will take place over the course of 3 weeks. The purpose of this lesson is to engage students in the history of Atlantic Canada’s resources. This lesson will be the first class for this unit. The intentions of this lesson is to engage students in the process of research and the collection of data. Students will have the opportunity to choose an area of interest and broaden their knowledge of the region. The use of the writing process plays a major role throughout this lesson as well as media literacy. The Atlantic region of Canada has a deep history rooted in the usage of its natural resources. The waterways and its use as a mode of transportation for good between regions of the Atlantic and also between other nations will be studied. As well as other resources found both historically and currently in the Atlantic Provinces will be examined. How these amenities have helped to provide jobs, materials and essential goods to its citizens will be researched. Students will be able to draw on their previous knowledge from Language Arts to perform the writing aspects of this unit while incorporating historical research from both the science and social studies curriculum. Indigenous peoples for centuries in Canada have used the land as a way to provide for themselves and others. However with the ever-developing global economy and deforestation to build high-rises and office buildings this is being lost. These developments have over shadowed the natural wonders that this region has to offer. It is the aim of this unit to shed light on the Atlantic provinces natural resources and how they have both past and present been used to further the nations growth.

**Lesson Overview**

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| This lesson will be the first of a 3-week unit focusing around the Atlantic Provinces natural resources and how they provide growth and development for its citizens. This first lesson will commence the students learning and understand in of the subject matter. At the beginning of this class students will have the opportunity to listen to their peers discuss their understanding of Canada’s natural resources. This will be an introduction to the lesson of the day. After the reading students will begin to discuss their prior knowledge of the subject matter. Students will then be given the task of creating a four-page research paper on the topic of their choice surrounding indigenous people and natural resources. Students will be given the option to work in pairs or alone. Students can incorporate knowledge from numerous sources and other classes. Areas such as language arts, geography, and science can be used throughout. Once students have decided on the topic of their choice they can begin the research process. Text will be provided for students to access some material. However students are also given the option to use media sources and the internet for the completion of this project. This lesson will incorporate the first two stages in the writing process, prewriting and writing. Students will begin by prewriting. They can brainstorm idea that they wish to write their paper on either with their partner or by themselves. Students can then map out how they want to structure their paper. Students can then being the research process. At this stage students should not worry about writing conventions and proper structure of their piece. More focus should be spent on the collection of data. In the following lessons students will begin the finial stages of the writing process and polishing their finished work. |

**Outcomes**

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| Students Will:- link human activity to the natural resources of the Atlantic region- identify the major natural resources found in Atlantis Canada- identify a human-made threat to each of the resource industries- evaluate the effectiveness of forest management practices in Atlantic Canada-interact with sensitivity and respect, considering the situation, audience, and purpose-speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences- articulate, advocate, and support points of view, presenting viewpoints in a convincing manner- using print and non-print resources prepare a presentation that evaluates the impact of technology on the industry | - refer to a table or map to determine the percentage of land in each Atlantis province considered to be suitable for agriculture use and identify the types of products from the region- asses social, cultural, economic and environmental interdependence in a local and global context - use listening, viewing, speaking, reading, and writing modes of language as well as scientific concepts and symbols to think, lean and communicate- select, read, and view with understanding a range of literature, information, media, and visual texts - interpret, select, and combine information using a variety of strategies, resources, and technologies-use writing and other forms of representation to explore, clarify, and reflect on their thought, feeling, experiences, and learning; and to use their imaginations-use a range of strategies to develop effective writing and other ways of representing and to enhance tie clarity, precision, and effectiveness |

**Assessment**

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| -assess students understanding of material from writing | - assess students use of writing conventions |

**Materials**

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| -Use of internet-Book: ‘Kids Book of Aboriginal Peoples in Canada’ By: Diane Silver | -Book: ‘Native Homes’ By: Bobbie Kalman- Book: ‘A Native American Thought of it’ By: Rocky London |

**Time to Teach**

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| The beginning of this lesson will commence with a class discussion. This will allow students to begin the thinking process and gage the level of knowledge of the subject matter students already posses. Students will quietly listen to their peers reflect on their comprehension of the question. *Specific questions for student discussion:** What do you think natural resources are?
* What are Canada’s natural resources?
* Do you think these resources have changed over time?
* Do you think indigenous people have the same opportunity today to obtain natural resources?
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**Time to Practice**

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| During this section of the lesson students will be given the option to use literature to complete their research or the use of the internet. Students will decide which natural resource that they wish to complete a four-page research essay on. *Specific questions for student discussion:** How are you going to represent two different perspectives of the same event?
* What stereotypes are you drawing on?
* Which version of the scenario do you see depicted more often in the media and visual arts?
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**Reflecting and Connecting**

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| This part of the lesson will occur in the discussion and reflection period after all groups have presented as well as when students complete their journal entries. It will serve to reinforce and further their understanding of the material presented in class.*Specific questions for student discussion:** Have the Atlantic Provinces natural resources changed over time? And why has this happened?
* What are the negative effects of urbanization on Indigenous people and natural resources?
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Accommodations

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| -students have the option to work in pairs  |