



We are Ambassadors of the Land

Grade 5 Lesson Plan

Lesson #4: We are Ambassadors of the Land

Duration: 60 mins + Research Time

Subject: Science, Social Studies

Topic: Geological Formations and Industry

Overview

Students learn about the different industries related to the land and water of Northern British Columbia. They then act as ambassadors of a selected industry, conduct research and develop a funding application to convince 'The Government of Canada' (their classmates) to provide funding for their industry.

Lesson Objectives

Students will be able to:

- Compare areas in Northern British Columbia and the different industries they support
- List the different ways industries have an impact on our economy, society and environment
- Work collaboratively in groups to conduct research and develop a 'funding application'

Curriculum Connections

Please see the *TRUGG Education Toolkit Curriculum Connections Matrix* for specific connections of this lesson to the B.C. Curriculum for Grade 5.

Materials

- Class set of computers/laptops with access to the Internet and other resources to support student research
- *Geology in the TRUGG Slideshow* and Teacher Notes
- *Places and Industry Student Handout*

Teacher Prep

- Arrange access to laptops/computers, the Internet and other resources to support independent research.
- Review the *Geology in the TRUGG* Slideshow and Teacher Notes.
- Print and photocopy a class set of the *Places and Industry* Student Handout.
- Review the *Tumbler Ridge UNESCO Global Geopark* Teacher Backgrounder.

Background Information

This lesson builds on learning from Lesson 3, where students learned how industries are often related to the geographical and geological formations of the place where they are located. In this lesson, students select an industry in Northern B.C. and investigate its connections to the land. Some industries of interest include:

- Coal mines
- Wind farms
- Forestry
- Natural gas
- Wheat farms
- Fish farms
- Recreation
- Horticulture

Encourage students to think critically and communicate effectively about why their place and industries should receive funding. Students are to work in partners or groups on this assignment and will need to have access to the Internet and/or the library.

Note that students may need considerable guidance with regard to the inquiry and research process. You may wish to provide support on specific skills, such as identifying industries in different places in Northern B.C.

This lesson is best approached as a continuation of Lesson 3 so that students have background on geological formations and landscapes in the area as well as professions that arise there because of the geology.

Please see the *Tumbler Ridge UNESCO Global Geopark* Teacher Backgrounder for more background information and details on the Geopark.

Lesson Activities

Introduction/Hook:

1. Show students the images of different places found in Northern British Columbia on slides 27-31 of the *Geology in the TRUGG* Slideshow. For each image, ask students the following questions:
 - *Where is this place located?*
 - *What land (or water) based industries might be possible in this place?*

Activity 1:

1. Divide the class into small groups of three or four students.
2. Distribute the *Places and Industries* Student Handout, and have students review it. Building on learning from Lesson 3, introduce that students will learn about a place in Northern B.C. and conduct research to help them complete a ‘funding application’ for industrial activity there.
3. Ask students to identify a place and industry in Northern B.C. They can think back to the hook at the start of the lesson for ideas (or select one of the places from the list provided on the *Places and Industry* Student Handout).
4. Provide Internet access (and/or access to other resources to support student research) and time for students to complete their handout.

Closure:

1. Once groups have completed their research, have each group present their findings to the class.
2. Once all groups have presented, facilitate a class vote to decide which place and industry should receive funding from the Government of Canada. Below are some suggestions to facilitate a fair vote:
 - a. Students list their top three places to fund.
 - b. Students cannot vote to fund their own place.
 - c. Students vote anonymously (e.g., raise hands with closed eyes or write on folded pieces of paper).

Assessment/Evaluation

- Observe the students during the hook and other lesson activities, and assess their ability to access prior knowledge, conduct research effectively and work cooperatively in groups.
- Review and assess each student's *Places and Industries* Student Handout.

Extensions

- Have each group make a poster that outlines the “Top 5 reasons to fund [their place]” and post them around the classroom.
- Use Google Earth to zoom into the places that students researched and try to find evidence of the industries they investigated.