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# Careers from the Land

## Grade 9 Lesson Plan

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**Lesson #2:** Careers from the Land

**Duration:** 2 classes

**Subject:** Social Studies **Topic:** Physiographic Features of the TRUGG and Geological Processes

### Overview

In this lesson, students investigate the different types of physical features in the Tumbler Ridge UNESCO Global Geopark (TRUGG). They then explore connections to the types of industries that operate and extract these natural resources to create jobs, provide energy and support local, provincial and national economies.

### Lesson Objectives

Students will be able to:

- Interpret information and data from a variety of maps, graphs, and tables
- Organize and evaluate data (e.g., in summaries, notes, timelines, charts)
- Identify and clarify a problem or issue
- Use Google Earth effectively to assess the physiography of a given region in Canada and within the TRUGG
- Make real life connections to physiographic regions in Canada and the TRUGG that provide specific natural resources for use in everyday life and support the Canadian economy

### Curriculum Connections

Please see the *TRUGG Education Toolkit Curriculum Connections Matrix* for specific connections of this lesson to the B.C. Curriculum for Grade 9.

### Materials

- *Images of the TRUGG Landscape Handout*
- TRUGG Research Carousel Stations
- *TRUGG Research Carousel Student Handout*
- *Digging Deeper Inquiry Report Student Handout*

- Optional:
  - Computers for each student
  - Internet to access the following additional resources:
    - Google Earth
    - Canadian Encyclopedia website
    - Government of Canada’s Natural Resources website

## Teacher Prep

- Print one set of the *Images of the TRUGG Landscap* Student Handout.
  - If you have access to a laminator, laminate each picture before distributing to students.
- Print a class set of the *Digging Deeper Inquiry Report* Student Handout and the *TRUGG Research Carousel* Student Handout.
- Print one set of the *TRUGG Research Carousel Stations* and set up five stations around the room.
- Review the *Tumbler Ridge UNESCO Global Geopark* Teacher Backgrounder.

## Background Information

This lesson provides students with an in-depth investigation into five major industries that are prevalent in the Tumbler Ridge region, including:

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|---------------------|-----------------------|
| 1. Forestry         | 4. Tourism            |
| 2. Natural Gas      | 5. Metallurgical Coal |
| 3. Renewable Energy |                       |

The lesson is not intended to pit industries against another; rather, the idea is for students to understand how all five industries have shaped Tumbler Ridge as a community, and where they each might fit in the community and the region’s future.

For Activity 1, students will be challenged to learn all the content provided at each station. Put emphasis on making key observations, and then addressing the Thinking Critically – Careers questions for each station.

It is also suggested that students use other sources of information, especially for their *Digging Deeper Inquiry Report* in Activity 2. Other information sources could include:

- Google Earth
- Canadian Encyclopedia website
- Government of Canada’s Statistics and Natural Resources websites

Encourage students to think critically and communicate effectively about the variety of natural resources in Canada and the Peace Region including the TRUGG, and the careers that may be supported by these resources. Students can work in partners or groups on this assignment, as desired, and will need access to the Internet and/or the library.

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

## Lesson Activities

### Introduction/Hook:

1. Have students arrange themselves into eight groups [of 3-4 students].
2. Distribute one of the eight *Images of the TRUGG Landscape* Handout to each group. Have each group work together to list five jobs that could be associated with the land depicted in the image.
3. Once each group has their list, have them present their ideas to the rest of the class.

### Activity 1:

1. Rearrange the students into five groups [of 5-6 students]. Distribute the *TRUGG Research Carousel* Student Handout. Assign each group one of the five stations set up around the room.
2. Provide ten minutes to make key observations and discuss the Thinking Critically – Careers questions at each station [note that more time at the stations to dig deeper into the content is provided in Activity 2].
3. After ten minutes, have groups rotate to the next station, and repeat step two above. Repeat for the remaining stations.

### Activity 2:

1. Distribute the *Digging Deeper Inquiry Report* Student Handout and ask students to select one of the five industries they explored in Activity 1. Encourage them to focus on what they found most intriguing.
2. Have each student complete the *Digging Deeper Inquiry Report* either independently or in small groups. They should return to the station related to their topic to gather more information and complete their reports.

### Closure:

1. At the end of the *Digging Deeper Inquiry Report* is a closure activity, where students will need to outline a “future plan” for their selected industry within the TRUGG in the year 2040. Before they begin this closure activity, facilitate

an informal discussion over what Tumbler Ridge, as a community, might be like in the year 2040. Suggested questions to facilitate discussion are:

- What are the priorities of the community?
- What are the economic needs and environmental concerns of the community?
- How will the community achieve its goals by 2040?

## Assessment/Evaluation

- Observe students during Activities 1 and 2, and assess their ability to work in groups to make observations and conduct an investigation.
- Review and assess student's *TRUGG Research Carousel* and *Digging Deeper Inquiry Report* Student Handouts.

## Extensions

- If possible, organize a field trip to a location where one of the five industries exists to investigate the impact that the industry has had on the people, economy, and environment of the region.
- Assign students different stakeholder roles (based on the different careers, industries, and community groups from your area) and host a “town hall” to further discuss how each industry plans to thrive in the year 2040.