



Financial Literacy & SSHG

**Integrated lessons that connect to the
Revised (2013) Ontario Curriculum**

Social Studies . History . Geography - Grade 4 - Lesson 1

**Development Team: Astrid DeCairos, Louise Robitaille, Byron Stevenson, Marci Becker
Ontario Elementary Social Studies Teachers Association (OESSTA)**

Lesson 1 Overview:

In this lesson, students will use the inquiry process to investigate the interrelationship (Social Studies Thinking Concept) between the natural environment and tourism/recreation activities. To guide their inquiry, students will consider the geographic definition – “What is where?” and “Why there?”. They will begin by identifying a variety of Canadian recreational/tourism activities and consider the advantages and disadvantages to the natural environment and the economy of a particular political region.

Focus on: Patterns/Trends, Interrelationships

How does this lesson target **Financial Literacy**?

The Financial Literacy focus is examining the future consequences of financial decisions. During this process students will begin to develop an awareness of how their tourism/recreation spending (financial decisions) might have future consequences on the environment and people.

Social Studies Lesson with a focus on Financial Literacy

Lesson 1: What is Where? Why There? Why Care?

Learning Goals

We are learning to:

- identify some of the main human activities as they relate to the tourism/recreation industry in Canada;
- formulate questions to guide our investigation into the tourism/recreation industry with respect to the interrelationship between human needs/wants and environmental stewardship;
- analyse some of the general ways in which the natural environment of regions in Canada has affected the development of industry.

Success Criteria

- I can identify some of the main tourism/recreation industries within a specific region in Canada.
- I can ask good inquiry questions that will help me gather relevant information related to the interrelationship between tourism/recreation activities and the physical environment in Canada.
- I can analyse some of the general ways in which the natural environment of regions in Canada has affected the development of the tourism/recreation industry.

Guiding Questions

- What impact can the natural environment of different regions have on human activities?
- What is where? (What tourism/recreation activities do we have in Canada? Where are they located?)
- Why there? (What is the interrelationship between the natural environment and tourism/recreation activities?)
- What are the advantages? What are the disadvantages?

Curriculum Expectations: Grade 4

Social Studies - B: People and Environments: Political and Physical Regions of Canada

Overall Expectations

B1. Application: Assess some key ways in which industrial development and the natural environment affect each other in two or more political and/or physical regions of Canada. (FOCUS ON: *Cause and Consequence; Interrelationships*)

B2. Inquiry: Use the social studies inquiry process to investigate some issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada. (FOCUS ON: *Perspective*)

B3. Understanding Context: Identify Canada's political and physical regions, and describe their main characteristics and some significant activities that take place in them. (FOCUS ON: *Significance; Patterns and Trends*)

Specific Expectations

B1.1 Analyse some of the general ways in which the natural environment of regions in Canada has affected the development of industry.

B2.1 Formulate questions to guide investigations into some of the issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada.

B3.2 Identify some of the main human activities, including industrial development and recreational activities, in various physical regions of Canada.

Prior Knowledge and Terminology

Background knowledge required:

- understanding of the concept of needs and wants;
- knowledge of Canada's physical regions and political regions;
- some experience with the inquiry process;
- understanding of what makes a good inquiry question (See Teacher Resource BLM 1.1) (See also: <http://oessta-teachers.ca/developing-good-inquiry-questions-gr-8/>. Although this is a grade 8 classroom, the strategies can be successfully used in a junior grade classroom.);
- understanding of the social studies disciplinary thinking concepts, Interrelationships, Patterns and Trends (See: <http://oessta-teachers.ca/success-criteria-oessta/>);
- use of success criteria to share/present inquiry results to peers (developed with the class prior to the lesson);
- understanding of "geographical definition" -- What is where? Why there? Why care? (See Teacher Resource - BLM 1.4);
- use of a Social Studies Learning Log.

Relevant Terminology: economy, tourism/recreation, needs/wants, physical and political regions of Canada, natural environment

Materials

- photographs/images from tourism/recreation materials and magazines (Gather images of various local and Canada-wide tourism/recreation activities and destinations. Include images of environmentally based activities (fishing, snowboarding) and activities/events/places i.e. science centre)
- access to a computer and the ability to project photographs and videos (if possible)
- tourism/recreation pamphlets/booklets, etc.
- post-it notes™
- chart paper
- Before the lesson, prepare a photo collage poster of tourism/recreation activities (mainly environmental based). Choose a mix of activities -- some that your students might have access to and some that they might not.
- Social Studies Learning Log (a pocket folder would be useful to hold materials students develop during the lessons which will be used as an Assessment as Learning tool and for their final inquiry in Lesson 3)

BLM

(Student)

BLM 1.2: My Inquiry Learning Log

BLM 1.3: Ontario Provincial Parks

(Teacher)

BLM 1.1: Sample Criteria for Asking Good Inquiry Questions

BLM 1.4: Geographical Definition

Minds On

Part A

Whole Class - Generating a list of Canadian Tourism/Recreation Activities/Attractions

- Introduce the lesson overview, title and the guiding questions. Ask: What types of places do you and your family visit when on vacation? On weekends? In the city/town/village where you live? What types of recreation activities do you participate in? What questions do you have / What are you wondering about tourism/recreation activities/attractions in Canada?

- On chart paper co-create with the students a list of tourism/recreation activities in Canada. Include all queries, wonders and interesting facts. Title the chart: Tourism/Recreation activities in Canada. Post this chart in the classroom. Students can refer back to and add to the chart throughout the lesson(s).

Action

What is where? Why there? Mini-inquiry into the interrelationship between tourist/recreation activities/attractions and the environment

Part A

- View a video or display a teacher prepared photo collage of images illustrating various Canadian tourism/recreation activities and attractions. Focus on environmentally based tourism/recreation (fishing, boating, skiing). As students prepare for learning they should continue to consider where the tourism/recreation areas in Canada are located. Suggested video:
 - Canada Shared by Canadians - Keep Exploring - Length: 2:00 minutes
<https://www.youtube.com/watch?v=cotGh4Lu29M>
- Discussion: After viewing the video and/or the collage ask students what questions they might have. What are you wondering about tourism and recreation activities in Canada. Suggested questions to generate discussion:
 - Have you ever participated in any of these activities? Which ones? If not, why not?
 - Where in Canada do you think these tourism/recreation activities and attractions are located? Why do you think that?
 - What do you think the advantages of having a variety of tourism/recreation activities might be for Canada? What might be the disadvantages?
 - What activities can we add to our Anchor Chart list -- Tourism/Recreation Activities in Canada?

Part B

Conducting inquiry relating environmental based activities

- As a class create inquiry questions using the Geographic Definition as a guide. What (activities or attraction) is where (location, physical characteristic of the area)? Why there (Interrelationships, Patterns and Trends)?
 See Developing Inquiry Questions (see Teacher BLM 1.1 Teacher Resource).

Assessment for Learning opportunity:

Monitor the ability of students to create questions. Provide feedback

- Are they using the terminology?
- Can they use the Geographic Definition as a guide?

Part C

Model how to gather, organize and record information

- As a class construct an organizer that refers to questions developed using the Geographic Definition. These questions and sub questions relate to What is where? Why there? Use Post-it Notes to record and organize information/data (You can use Ontario Provincial Parks as your modelling example. See Teacher BLM 1.3 Map of Ontario Provincial Parks. You can also use the Ontario Provincial Parks “park-locator” to gather more information about individual parks: <https://www.ontarioparks.com/park-locator>.)
 - Use a Think Aloud approach as you model how to gather, organize and record the data, encourage the students to consider the guiding question for the inquiry. Guiding Question:
 - What impact can the natural environment of different regions have on human activities? (See also: Teacher BLM 1.4 Teacher Resource Geographic Definition).
- Suggested questions to guide the activity:
- (Re: What is where?) What are provincial parks? How many provincial parks do you think we have in Ontario? Are they accessible to people (near a city/town) or remote (a good distance from where people live)? What is the natural environment like?
 - (Re: Why there?) What is the relationship between the natural environment and the tourism/recreation activity (interrelationships)? Why might this be important? Is there a pattern (close together/clustered, very few)? How do the parks relate to employment?

- What is your reaction? Are there advantages? Disadvantages/issues (location, impact on the environment, impact on the economy i.e., job creation)?
 - Have we been able to find information related to our inquiry question? If not, why?
- Share/Reflection: After modelling how to gather, organize and record information with the students, ask: Do you have any questions about this part of the inquiry process? What might you be wondering about gathering, organizing and recording information? In what general ways does this information help us to understand how the natural environment affects the development of the tourism/recreation industry in regions across Canada.
- As a class begin to construct an inquiry anchor chart focussing on Gather and Organize. Post the Anchor Chart in the classroom so that the information is accessible to the students throughout the lessons. They can refer to this chart (and others generated throughout the lessons) as they work through the inquiry process.

Part D

Pairs/Small Groups

- Working with a partner or in small groups:
 - Students research one tourism/recreation activity in one of the political regions of Canada. This activity should be organized so that each province/territory is represented by the students in the class. Students can refer to the anchor chart generated above -- Tourism/Recreation Activities in Canada -- to choose an activity that interests them. Students will conduct the same kind of inquiry that was modeled for the class.
 - Distribute the following materials
 - organizer (use the same organizer that was used in the modeling task, above)
 - post-it notes (to record and organize information/data)
 - Students gather and record data using chart paper and post-it notes
 - Students choose an inquiry question and record it at the top of the chart paper.
 - Students use computers, books, tourism materials to gather information.
 - Students record information gathered on to post-it notes and organize the information onto the chart paper.

Assessment for Learning opportunity:

Provide feedback as students use research skills

- Are they referring to anchor charts?

Part F

Sharing their findings

- Students share the results of their inquiry using the criteria for presentations developed prior to the lesson. This sharing activity can be done in a variety of different ways:
 - Small groups present findings to class
 - Gallery walk where students visit in small groups. This would work best if there are 2 groups representing each political region.

As each group shares, encourage students to discuss and reflect back on the questions presented at the beginning of this lesson about the interrelationship between the tourist/recreation activity and the natural environment.

Consolidation and Debrief

Social Studies My Inquiry Learning Log (Student BLM 1.2):

- Before copying BLM 1.2 for the students, you can record a question or prompt that you want students to reflect on. Alternatively, you can ask: What other questions do you have? A suggested question for this lesson:
 - What is the interrelationship between the natural environment and tourism/recreation activities?

Students use BLM 1.2 (*My Inquiry Learning Log*) to record personal reflections related to their inquiry into tourism/recreation and the natural environment in Canada -- What is where? Why there? Encourage the students to revisit the inquiry results presented by themselves and by their peers.

Assessment for Learning opportunity:

Monitor students as they record their reflections. Provide feedback to ensure they make connections between the environment and activities.

- In the Extensions section, a Classroom Blog is suggested as another/additional way to develop a learning log that the whole class can contribute to. If creating an online classroom blog is not possible, students can create a "low-tech" version by using a bulletin board and sticky notes or writing a classroom newsletter with articles and

images created by the students. *Note:* If students have not already used a Social Studies Learning Log, introduce the use of a Learning Log. This can be a pocket folder that students use to keep their Learning Log reflections and other materials created during the lessons. These materials will be used by the students during their final inquiry activity in Lesson 3.

Extensions

Classroom Blog

Using a class blog for this activity would allow students to share their inquiry results with their peers and their family. Some topics that could be explored:

- What is where? Why there?
- How does the natural environment influence the location of different tourism/recreation activities?
- The environmental impact of building particular attractions (skateboard parks, snowboarding/ski hills, new beach in an otherwise natural area etc.).
- Cost versus benefits of various activities/attractions, including discussions around who benefits;

Low-tech Classroom Blog

Bulletin Board Display, Chart Paper News, Social Studies Newsletter -- all of these can have information/ideas/wonders on post-it notes, as well as articles and images created by the students.

Inquiry

Students investigate other tourism/recreation activities in Canada. They can research and compare how the natural environment impacts where certain activities/attractions are located in Canada. As students generate questions for their investigations encourage them to refer back to the list of criteria for asking "good" inquiry questions.

Planning a day trip to a particular activity/attraction

Students can be given a particular budget (\$100.00) to spend on an outing to a tourism/recreation activity/attraction. They can submit budgets and information about the activity/attraction. Ask students to consider some of the questions posed during the lesson (How does the environment determine where the attraction is located?).

Resources

Print

- Brown, Ron. *Top 150 Unusual Things to See in Ontario*. Ontario: Firefly Book. Release Date June 2016.
- Moore, Christopher. *The Big Book of Canada: Exploring the Provinces and Territories*. Toronto: 2002.
- Weigl Educational Publishers Limited. *Canadian Geographic Issues (series)*. Alberta: 2014.
- Weigl Educational Publishers. *Provinces. My Canada. Alberta: 2014*
- Weigl Educational Publishers. *Provinces and Territories of Canada*. Alberta: 2010.

Digital

- **Destination Canada (a Crown Corporation of Canada)**
<http://caen-keepexploring.canada.travel/>
- **Visit-Canada.com**
<http://visit-canada.com/>
- **Attractions Canada**
<http://www.attractionscanada.com/>
- **Top Tourist Attractions: The Toronto Sun**
<http://www.torontosun.com/2012/11/14/top-tourist-attractions-in-canada>
- **Recreation Canada**
<http://www.recreationcanada.ca/>

- **Government of Canada – Supporting Tourism**
<http://www.tourism.gc.ca/eic/site/034.nsf/eng/home>
- **Travel in Canada – Keep Exploring**
<http://caen-keepexploring.canada.travel/>
- **Keep Exploring Canada -- Canada Shared by Canadians**
<http://caen-keepexploring.canada.travel/videos#prettyPhoto>
- **The Ontario Ministry of Tourism, Culture and Sports**
<http://www.mtc.gov.on.ca/en/home.shtml>. (Each of the other provinces also have similar websites.)
- **Explore 150**
<http://explore150.tigweb.org/en/>
- **Federal tourism/recreation initiatives**
https://www.ic.gc.ca/eic/site/icgc.nsf/eng/h_00279.html
- **Video: Developing Good Inquiry Questions**
<http://oessta-teachers.ca/developing-good-inquiry-questions-gr-8/>
- **Tourism/Recreation Industry: Tourism Industry Association of Canada**
http://tiac.travel/advocacy_overview.htm
- **Literacy Lessons with a SSHG focus**
<http://oessta-teachers.ca/language-arts/>
- **Primary and secondary resources to support student inquiry**
<http://oessta-teachers.ca/primary-secondary/>
- **Math lessons designed to support geography skills and understanding**
<http://oessta-teachers.ca/math/>
- **Spatial skills lessons**
<http://oessta-teachers.ca/spatial-skills/>
- **Social Studies Thinking Concepts Success Criteria**
<http://oessta-teachers.ca/success-criteria-oessta/>
- **Lessons related to Social Studies Thinking Concepts (Focus: (Spatial) Significance, Interrelationships, Patterns and Trends, (Geographic) Perspective)**
<http://tinyurl.com/thinking-concepts>

BLM 1.1: Criteria for Asking Good Inquiry Questions

Teachers can use this list as a guide while co-creating with their students a list of criteria for asking “good” inquiry questions. Explain that all questions are important and that some questions help us gather the basic facts that are needed to help us build our inquiry. These types of questions might begin with (Who, What, When, and Where). When we talk about “good” inquiry questions, we are thinking about questions that help us think more deeply about a topic or issue.

Criteria for Asking “Good” Inquiry Questions:

- **My question is specific to the topic of inquiry.**
- **My question does not have a simple “yes” or “no” answer.**
- **My question gives me a lot of information.**
- **My question makes me think and wonder more about the topic/issue.**
- **My question has more than one answer.**
- **Most of my questions begin with “How” “Why” or “What if..”.**

Links for teachers regarding criteria for asking better questions:

http://www.scholastic.ca/education/teaching_tip/march2013.html

Video: Developing Good Inquiry Questions. OESSTA (Ontario Elementary Social Studies Teachers Association) - <http://oessta-teachers.ca/developing-good-inquiry-questions-gr-8/>. This video is relevant for use by all junior grade teachers. It demonstrates a strategy to help students develop good inquiry questions. The strategy demonstrated can be modified and modelled for use throughout the three lessons.

BLM 1.2: My Inquiry Learning Log

Reflecting on today's learning

Name:

Date:

Question:

BLM 1.3: Ontario Provincial Parks

<https://www.ontarioparks.com/park-locator>

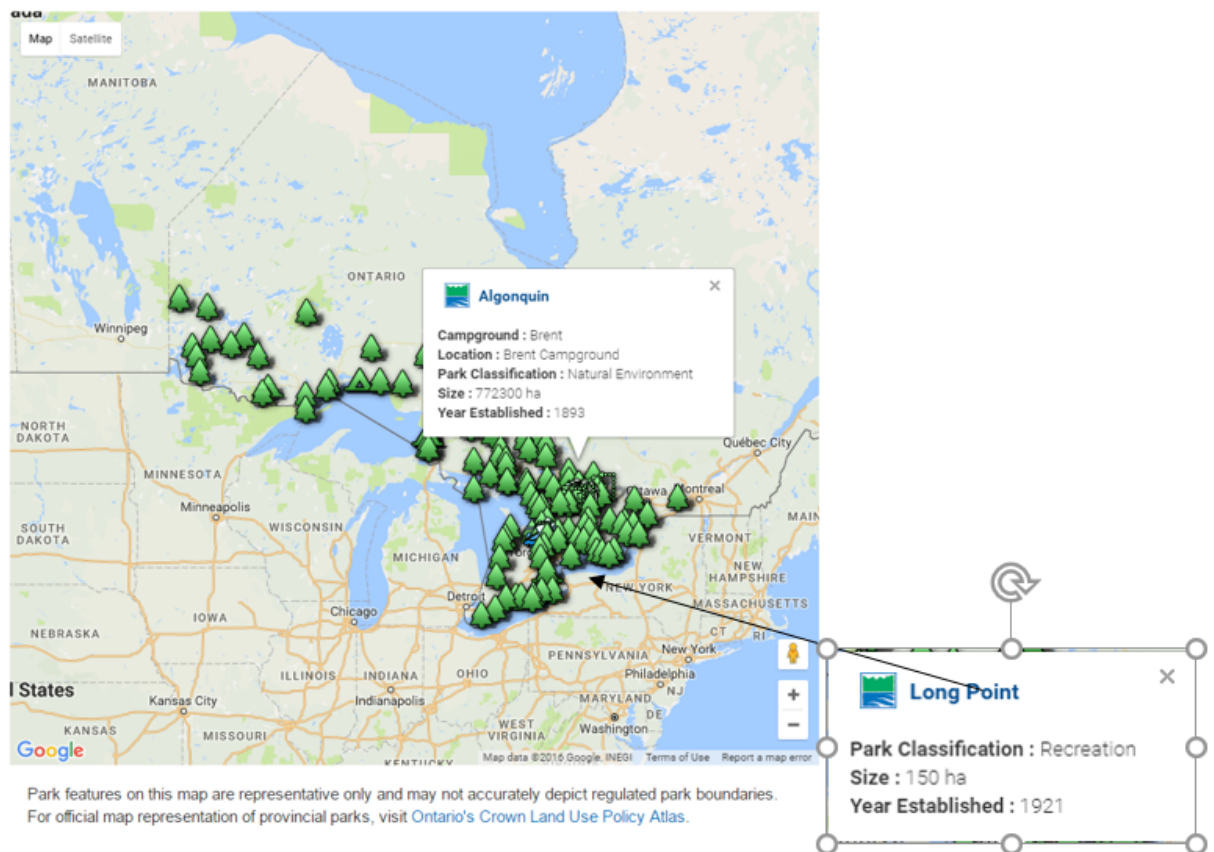
Description of Algonquin from Ontario Parks website:

“The essence of Algonquin is in its vast interior of maple hills, rocky ridges, and thousands of lakes. The only way to explore the interior of this park is by canoe or on foot. There is also a second Algonquin - along the 56 kilometre stretch of Highway 60. Here you can enjoy camping at one of eight campgrounds, hike one of 14 trails, take part in extensive Natural Heritage Education programs, and visit Algonquin’s exceptional Visitor Centre, Logging Museum and Art Centre. For over 50 years, each Thursday in August, park staff have offered the “Public Wolf Howl”, a highly engaging program on wolf ecology that includes howling for wolves. Weather and wildlife dependent.”

Description of Longpoint Provincial Park from Ontario Parks website:

1. Fourth oldest Provincial Park in Ontario (Est. 1921)
2. Over 1.5 km sandy beach on the warm waters of Lake Erie
3. Excellent fishing and boating opportunities in Long Point Bay
4. One of the largest bird and waterfowl migration and staging areas in North America
5. Located within a designated World Biosphere Reserve

Park Locator



BLM 1.4: Geographic Definition

| What is Where? Why There? Why Care? | | | |
|---|--|--------------------|---|
| What is? | Where? (spatial) | Why there? | Why should we care? |
| 1. Physical features of the natural environment | Location (site, patterns, area, region, accessible, remote) | Interrelationships | Significance |
| 2. Built features in the environment (attraction) | | | Impact on environment, culture, people, economy |
| 3. Human features (culture, activity) | | | Reaction/Action |



Financial Literacy & SSHG

**Integrated lessons that connect to the
Revised (2013) Ontario Curriculum**

Social Studies · History · Geography - Grade 4 - Lesson 2

**Development Team: Astrid DeCairos, Louise Robitaille, Byron Stevenson, Marci Becker
Ontario Elementary Social Studies Teachers Association (OESSTA)**

Lesson 2 Overview:

In this lesson students will investigate the ways in which tourism/recreation activities/attractions might have an impact (Interrelationship-Social Studies Thinking Concept) on the natural environment as well as the economy of a political region. As part of this investigation, students will construct thematic maps (Spatial Journal) to annotate their findings and reflections.

Focus on: Cause and Consequence, Interrelationships, Perspective

How does this lesson target **Financial Literacy**?

The Financial Literacy focus is the consequences of financial decisions. Students will consider how human needs/wants influence the tourism industry in Canada. They will continue to develop an awareness of how their tourism/recreation spending (financial decisions) might have future consequences on the environment.

Social Studies Lesson with a focus on Financial Literacy

Lesson 2: What is Where? Why There? Why Care?

Learning Goals

We are learning to:

- identify some of the ways in which tourism/recreation activities/attractions might have an impact on the natural environment in two or more physical and/or political regions of Canada;
- gather and organize information and data from various sources to investigate issues and challenges associated with balancing human needs/wants and activities with environmental stewardship;
- construct thematic maps (Spatial Journal) as part of our ongoing investigation into balancing human needs/wants and tourism/recreation activities (economy) with environmental stewardship.

Success Criteria

- I can explain how some tourism/recreation activities/attractions might have an impact on the natural environment in two or more physical and/or political regions of Canada.
- I can gather and organize information from various sources to investigate the balance between human needs/wants (tourism/recreation activities and the economy) with environmental stewardship.
- I can create a (Spatial Journal) which reflects these interrelationships between human systems and the environment.

Guiding Question

What impact can human activities have on the natural environment and economy of a political region?

Curriculum Expectations: Grade 4

Social Studies - B: People and Environments: Political and Physical Regions of Canada

Overall Expectations

B1. Application: Assess some key ways in which industrial development and the natural environment affect each other in two or more political and/or physical regions of Canada. (FOCUS ON: *Cause and Consequence; Interrelationships*)

B2. Inquiry: Use the social studies inquiry process to investigate some issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada. (FOCUS ON: *Perspective*)

Specific Expectations

B2.1 Formulate questions to guide investigations into some of the issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada.

B3.2 Identify some of the main human activities, including industrial development and recreational activities, in various physical regions of Canada.

Prior Knowledge and Terminology

Background knowledge required:

- understanding of the concepts needs and wants, environmental stewardship, and economy;
- understanding of criteria for inquiry questions;

- knowledge of the physical and political regions of Canada;
- basic mapping skills (labels, symbols etc.)
- use of spatial technology (Google My Maps would be useful);
- use of a Social Studies Learning Log.

Relevant Terminology: economy, tourism/recreation, needs/wants, physical regions of Canada, cluster patterns, environmental stewardship, cause and consequence, interrelationships

Materials

- post-it notes™
- chart paper (one for each group)
- chart paper (for co-creating criteria to create good spatial maps)
- tourism/recreation guides/pamphlets, books and website lists
- Maps of Canada and maps of the provinces/territories (one for each inquiry group depending on assigned areas in Action part of the lesson) -- see Free outline maps from Brock University - Map Library: <https://brocku.ca/maplibrary/digital/in-house.php> also see Natural Resources Canada, Reference Maps - <http://www.nrcan.gc.ca/earth-sciences/geography/atlas-canada/reference-maps/16846#provincial-and-territorial>

BLM

BLM 1.2: My Inquiry Learning Log (from Lesson 1)

BLM 2.1: Ski Hill/Resort Map of Canada

* If you are not able to project this map for all students to see, you will need one per student/group. Alternatively, if you have a large interactive map of Canada in the classroom, it could be used if, prior to the lesson, you mark the ski hill/resorts as shown on BLM 2.1)

BLM 2.2: Criteria for developing good spatial maps

BLM 2.3: Blank Map of Canada

Minds On

Part A

Whole Class Discussion - The Interrelationship between Human Needs/Wants and the Natural Environment

• Begin this lesson by reflecting back onto the students' inquiry into the interrelationship between the natural environment and tourism/recreation in lesson #1. Explain to the students that in this lesson they will be exploring the impact that tourism/recreation activities (human needs/wants) might have on the environment and the economy of a particular region.

• Project a photo of a ski hill such as an image from a tourism brochure. Alternatively, you can have students look at brochures from ski resorts. Think/Pair/Share: Ask students to talk with a partner about how they think this tourism/recreation activity might have an impact on *one of the following*:

- the environment
- the people
- the economy of a region

Students can use post-it-notes to record their ideas.

• Ask students to share their ideas with the whole class and record student responses on to chart paper. You can create a chart with the title *Tourism/Recreation Activities Impact On* with three columns - Environment, People & Economy. (See example.)

| Tourism/Recreation Activities Impact on | | |
|--|--------|---------|
| Environment | People | Economy |
| | | |

Action

Part A

Introducing Thematic Mapping (Spatial Journal)

• Project Student BLM 2.1 (Map of Canada - Ski Hills/Resorts) or have copies available for individual/pairs of students to look at. If you have a large interactive map of Canada in the classroom you can also use this for the whole class discussion. Prior to the lesson mark the ski hill/resorts and annotations as shown on BLM 2.1. The website: Skiing in Canada (<http://www.skiingincanada.ca/index.php>) has maps that you could use to project the image for the whole class.

Modelling: Creating Thematic/Spatial Maps

- Introduce the idea of using the following to annotate the map:
 - Developing Questions: Use the geographic definition:
What is where? (activity, location, physical characteristics, needs, wants)
Why there? (Interrelationships - economy, environment, effects, needs/wants)
Why care?" (Are there consequences to the natural environment, people? Stewardship Practices)

As a class determine the questions.

Gather and Organize Information

- Ask: What resources can we use to gather our information? (Have available books on physical regions of Canada and tourism materials. If students will be using computers to research, if possible, demonstrate an internet search for information.) As the students offer more information about the map, model how to add this information to the map using Post-it Notes™. Limit your examples to 2 or 3 notes. Post the information on the map (paper or digital).

Developing Criteria for creating Spatial Journals (see Student BLM 2.2)

- Provide an opportunity for the students to develop their own points and add them to the map. Review the map together and begin to create an anchor chart that reflects the characteristics of a Spatial Journal (see the Spatial Skills Continuum in the SSHG Curriculum document, the final column of the chart appears in the overview for each grade).
- Post the co-created criteria/anchor chart in the classroom so that students can refer to it as they create their own Spatial Journals in small groups. Students can add to the list as they develop their knowledge of creating spatial/thematic maps.

Part B

Conducting Inquiry using Spatial Journals

- Distribute the following materials:
 - Blank map of Canada (BLM 2.3)

- chart paper (students will place the map of Canada in the center and record information gathered around the map.
- post-it notes™ - to record and organize information/data
- Form pairs or groups choose (or are assigned) an inquiry focus based on the topics addressed in Lesson 1 to continue the knowledge building or they may address one of the following:
 - Snowboarding in British Columbia and P.E.I.
 - Kayaking in Ontario and Alberta
 - Skiing in Quebec and Nunavut
 - Hiking or biking trails in Ontario and Quebec

The intent is for class to gain an understanding of environmental based tourism/recreation activities in different regions of Canada.

• Encourage students to refer to their Learning Logs and to the anchor charts around the room. Remind them that as they work, they can add questions and notes to the charts that have already been created. The research is based on the guiding question for the lesson. Students will focus on questions derived from the Geographic Definition. See above.

- Students research and plot the location of the specific tourist activity/attraction in the regions that they are investigating using paper maps or digital technologies like Google- My Maps. Have available:
- Tourism/recreation guides/pamphlets;
 - Books on the physical and political regions of Canada;
 - Books on the tourism/recreation industry in Canada, and;
 - A list of website links (See suggested website listed in the Resources section above.

Assessment for Learning opportunity:

Using descriptive feedback, highlight the progress of various groups during the inquiry. As groups share their work, this will serve as a modelling strategy for the whole class.

Communicating Results of Inquiry: Gallery Walk

- Students display their maps, questions and research notes. Students share their ideas and discuss the results of their investigation with individuals or in small groups. Ask students to reflect on and discuss some of the success criteria for spatial maps created earlier in the lesson.
- Students can analyze the findings. What kinds of interrelationships did they notice? What is common about the tourism/recreation areas? What is different?

Consolidation and Debrief

Inquiry Learning Log: Reflecting on today's learning (Student BLM 1.2)

- Students reflect on the following questions:
 - Did you tell the story of a place with your Spatial Journal?
 - How did our co-created criteria/anchor chart help you?
 - What purpose could this map serve (e.g., This type of annotated map allows the viewer to develop a deeper understanding about the reason why certain activities are located in specific areas.)?

After students have completed their learning log give them an opportunity to share their response with a peer.

Assessment As Learning opportunity:

Observe students as they reflect on their work and use the anchor charts created for spatial journals.

Extensions

Cross Country Trip Planning

Students can continue to develop their mapping skills and financial literacy skills through planning a cross country trip. They can plan and map out a trip to see significant tourist attractions across Canada. Provide them with maps, opportunities to research information on the internet and a budget. Ask students to once again consider some of the questions posed during the previous lesson and this lesson (Who benefits? How does the

environment determine where the attraction is located? How is the local economy and how are the local people affected by the attractions they map out for their trip?, etc.)

Classroom Blog

Students can continue to use the classroom blog to record their findings and views on:

- The interrelationship between the physical environment on the location of certain tourist activities/attractions;
- The cause and consequence of the location of certain tourist activities/attractions (environmental stewardship, the economy)
-

Low-tech Classroom Blog

Bulletin Board Display; Chart Paper News; Social Studies Newsletter -- all of these can have information/ideas/wonders on post-it notes, as well as articles and images created by the students.

Tourism/Recreation Activities – Impact on Environment, People, Economy

Students can work on further developing their understanding of the impact of tourism/recreation activities on the environment, people and economy. Ask them to refer back to the anchor chart created with the whole class in the Minds On part of the lesson ("Tourism/Recreation Activities -- Impact on The Environment, The People, The Economy").

Resources

Print

- Brown, Ron. *Top 150 Unusual Things to See in Ontario*. Ontario: Firefly Book. Release Date June 2016.
- Moore, Christopher. *The Big Book of Canada: Exploring the Provinces and Territories*. Toronto: 2002.
- Weigl Educational Publishers Limited. *Canadian Geographic Issues (series)*. Alberta: 2014.
- Weigl Educational Publishers. *Provinces. My Canada. Alberta: 2014*
- Weigl Educational Publishers. *Provinces and Territories of Canada*. Alberta: 2010.

Digital

- **The Ontario Ministry of Tourism, Culture and Sports**
<http://www.mtc.gov.on.ca/en/home.shtml>. (Each of the other provinces also have similar websites.)
- **Explore 150**
<http://explore150.tigweb.org/en/>
- **Federal tourism/recreation initiatives**
https://www.ic.gc.ca/eic/site/icgc.nsf/eng/h_00279.html
* A link to the MPs website can be found here with information about current federal tourism/recreation initiatives.
- **Visit-Canada.com**
<http://visit-canada.com/>
- **Environmental Impact**
<http://www.gdrc.org/uem/eco-tour/envi/>
- **Ski Resorts**
<http://adventure.howstuffworks.com/outdoor-activities/snow-sports/ski-resorts3.htm>
- **Beaches**
<http://www.lakeshoreadvance.com/2015/01/26/public-safety-liability-environmental-impact-continue-to-be-issues-pushed-by-ipperwash-residents>
http://lakehuron.ca/uploads/pdf/Beach-conservation_beach-grooming_factsheet.pdf
- **Public Access**
<https://www.ontario.ca/page/how-make-public-spaces-accessible>
- **Ecotourism**
<http://canadawilderness.com/eco-tourism>

<http://cwf-fcf.org/en/discover-wildlife/resources/online-articles/ecotourism-a-sweet-escape.html?referrer=https://www.google.ca/>

- **Mountain biking**
<https://www.imba.com/resources/research/trail-science/environmental-impacts-mountain-biking-science-review-and-best-practices>
<http://www.bikepirate.com/parks-canada-research-into-mountain-biking/>
- **Literacy Lessons with a SSHG focus**
<http://oessta-teachers.ca/language-arts/>
- **Primary and secondary resources to support student inquiry**
<http://oessta-teachers.ca/primary-secondary/>
- **Math lessons designed to support geography skills and understanding**
<http://oessta-teachers.ca/math/>
- **Spatial skills lessons**
<http://oessta-teachers.ca/spatial-skills/>
- **Social Studies Thinking Concepts Success Criteria**
<http://oessta-teachers.ca/success-criteria-oessta/>
- **Lessons related to Social Studies Thinking Concepts (Focus: (Spatial) Significance, Interrelationships, Patterns and Trends, (Geographic) Perspective)**
- <http://tinyurl.com/thinking-concepts>

Digital Maps:

- **Natural Resources Canada, Reference Maps**
<http://www.nrcan.gc.ca/earth-sciences/geography/atlas-canada/reference-maps/16846#provincial-and-territorial>
- **Brock University - Map Library**
<https://brocku.ca/maplibrary/digital/in-house.php>
- **Natural Resources Canada - The Atlas of Canada**
<https://www.nrcan.gc.ca/earth-sciences/geography/atlas-canada>

BLM 2.1: Map of Canadian Ski Hills/Resorts

BLM 2-1 Map of Canadian Ski Hills/Resorts: Base Map from Brock University Library 2001.

Skier icons were added to show the *approximate* concentration of ski hills/resorts in various regions of Canada.



BLM 2.2: Criteria for Creating Good Spatial Maps

1. Title:

The title should tell the story of your map.

2. Authors:

Identify group members who participated in the investigation.

3. Legend:

A guide identifying what the map's symbols and colors represent (symbol for the tourist/recreation activity, symbols to identify important physical feature of the region (hills/mountains, trees, lakes etc.).

4. Labels:

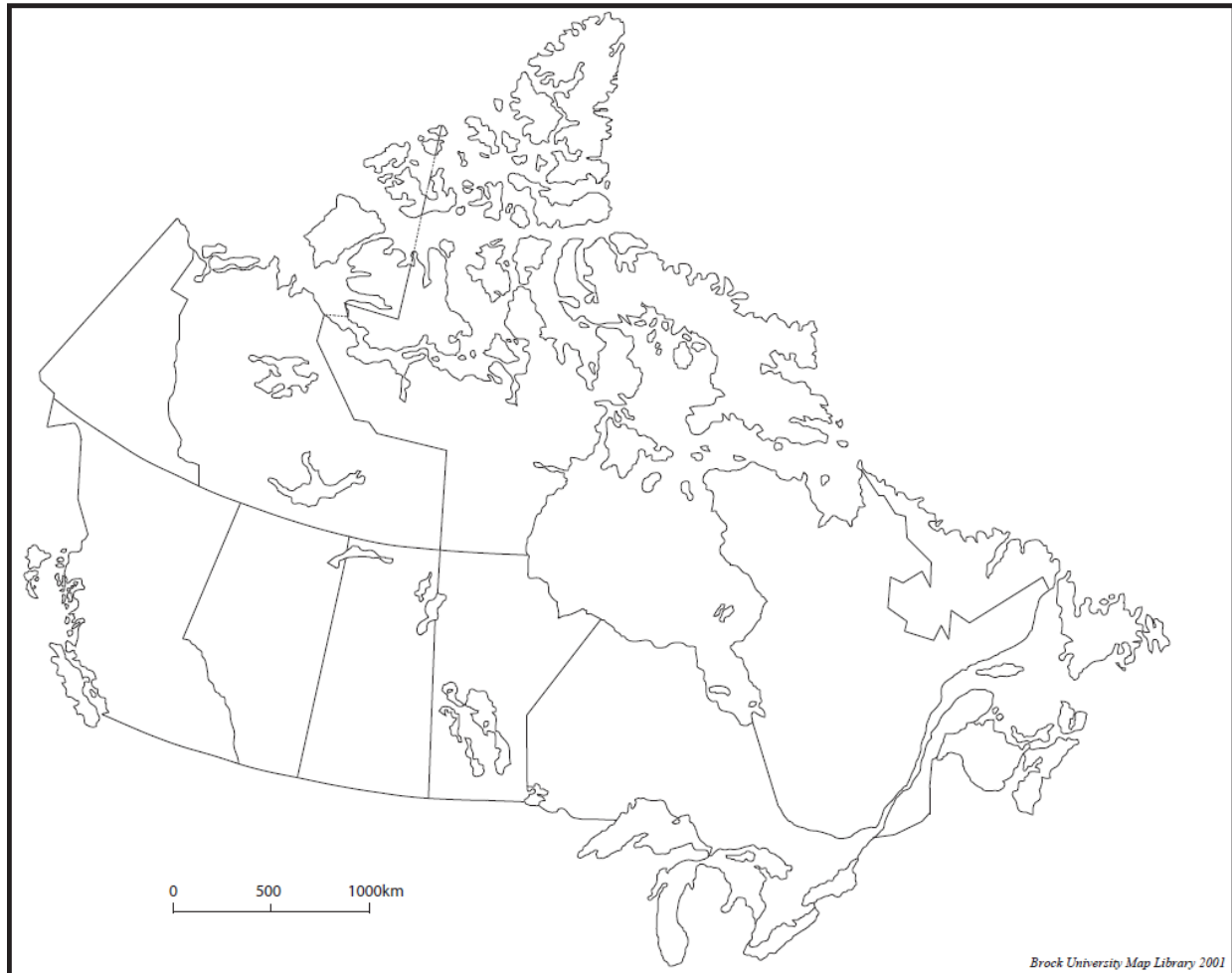
Label and locate various provinces/territories, cities/towns, landforms (lakes, mountains...) etc.

5. Annotated Text:

Text that is used to give the map reader a deeper understanding of the purpose of the map.

BLM 2.3: Blank Map of Canada

Brock University Library 2001.



Brock University Map Library 2001

Tourism/Recreation Activities – Impact on Environment, People, Economy



| Tourism/Recreation Activities Impact on | | |
|--|--------|---------|
| Environment | People | Economy |
| | | |





Financial Literacy & SSHG

**Integrated lessons that connect to the
Revised (2013) Ontario Curriculum**

Social Studies · History · Geography - Grade 4 – Lesson 3

**Development Team: Astrid DeCairos, Louise Robitaille, Byron Stevenson, Marci Becker
Ontario Elementary Social Studies Teachers Association (OESSTA)**

Lesson 3 Overview:

In this lesson students investigate issues related to sustainability and environmental stewardship in the tourism industry. They build on the information related to sustainable tourism practices and stewardship initiatives explored in lesson 2.. Students will apply Social Studies Disciplinary Thinking (Interrelationships/perspective), evaluate evidence and draw conclusions about the issues and challenges associated with balancing human needs/wants and the activities with environmental stewardship.

FOCUS ON: Interrelationships/Perspective

How does this lesson target **Financial Literacy**?

The Financial Literacy focus is the consequences of financial decisions. Students will consider how human needs/wants influence the tourism industry in Canada. They will continue to develop an awareness of how their tourism/recreation spending (financial decisions) might have future consequences on the environment.

Social Studies Lesson with a focus on Financial Literacy

Lesson 3: What is Where? Why There? Why Care?

Learning Goals

We are learning to:

- gather and organize information and data from various sources to investigate issues and challenges associated with balancing human needs/wants and activities (sustainable tourism) with environmental stewardship;
- evaluate evidence and draw conclusions about issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in Canada;
- communicate the results of their inquiries using appropriate vocabulary.

Success Criteria

- I can gather and organize information from various sources to investigate the balance between human needs/wants (tourism/recreation activities and the economy) with environmental stewardship.
- I can evaluate evidence and draw conclusions about issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in Canada.
- I can communicate the results of their inquiries using appropriate vocabulary.

Guiding Questions:

- How do we find the balance between environmental stewardship and human needs/wants?

Curriculum Expectations: Grade 4

Social Studies - B: People and Environments: Political and Physical Regions of Canada

Specific Expectations

B2.2 Gather and organize information and data from various sources to investigate issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada.

B2.5 Evaluate evidence and draw conclusions about issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in Canada.

B2.6 Communicate the results of their inquiries using appropriate vocabulary.

Prior Knowledge and Terminology

Background knowledge required:

- understanding of the following concepts: needs and wants, environmental stewardship, and economy;
- understanding of the criteria for inquiry questions;
- knowledge of the physical and political regions of Canada;
- basic mapping skills (labels, symbols etc.);
- use of spatial technology (Google My Maps) would be useful;
- use of a Social Studies Learning Log.

Relevant Terminology: economy, tourism/recreation, needs/wants, physical regions of Canada, cluster patterns, environmental stewardship, cause and consequence, interrelationships

Materials

Prior to the lesson:

- Gather images that show the environmental impact of skiing (internet search for “environmental impact of skiing” will generate images that can be use).

BLM

(Student)

BLM 3.4 Four Corners Thinking Strategy

BLM 3.5 Sustainability and Environmental Stewardship in the Tourism Industry

BLM 3.6 PSA Planning Graphic Organizer

(Teacher)

BLM 3.1 Frayer Model Vocabulary Strategy - Sustainability

BLM 3.2 Frayer Model Vocabulary Strategy - Stewardship

BLM 3.3 Environmental Quotes

Minds On

- Review the learning goals with the class with the emphasis on finding a balance.
- Introduce Environmental quotes (BLM 3.3) – What do they mean? Students work with a partner, or in small groups, to brainstorm the meaning of several environmental quotes (BLM 3.3). Assign a quote to each group or have students pick randomly. Students tape the quote to center of chart paper (or re-write the quote). They list ideas, wonders, questions about the quote onto the chart paper. Pairs/groups of students share their quote and results of brainstorming with the whole class. Post the quotes around the classroom.
- Do you agree or disagree? Share the following statement with your students either by posting it in the classroom or reading it aloud:

“Tourism will never be completely sustainable... but it can work towards becoming more sustainable.”

(<http://www.sustainabletourism.net/>)

Post each of the following opinions in different areas of the classroom:

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Ask the students to think about whether or not they “strongly agree”; “agree”; “disagree”; or “strongly disagree” with the statement. Hand out BLM 3.4 Four Corners Thinking Strategy. One to each student. Ask students to complete the form (leaving the last section blank) on their own. After students have written 3 reasons for their opinion choice, ask them to join the corner group that matches their response. Students share their reasons with their four corner group. Students record two new reasons at the bottom of BLM 3.4. Ask groups to share their reasons with the whole class.

Action

Sustainable tourism and effective environmental stewardship

Part A:

Using the Frayer Model strategy to develop understanding of key concepts related to finding a balance

- Model using the Frayer Model to develop an understanding of key concepts. Using the Frayer Model (see BLM 3.1 and BLM 3.2), work with the whole class to develop an understanding of the Social Studies Thinking Concept – Interrelationships.

See: The Teacher Toolkit website for information on how to use the Frayer Model – <http://www.theteachertoolkit.com/index.php/tool/frayer-model>

* Note: It is important to consider that Sustainable Tourism has three aspects: Environmental sustainability, socio-cultural sustainability and economic sustainability.

- In pairs or small groups, assign a characteristic within the Frayer Model (exclude non-examples) to each group. Students should refer to previous lessons to look for examples. Students share the elements of the Frayer Model.

Part B

- Using a tourism/recreation and region sample from Lessons 1 and 2, or a current local tourism issue in your community, brainstorm with the class possible sustainability and stewardship issues. (e.g. ski industry -- clear cutting to create ski hills; creating jobs for local residents; overuse of local resources (water, sanitation) etc.)
- Have several resources available on ski hill construction (Model inquiry in lesson 2) and environmental impact of skilling (or resources related to the tourism/recreation activity that you are using as a model). Use images that you collected before the lesson and/or websites listed in resources to gather information.
- Refer to the “Geographic Definition” model that was created in class:
 - What is where? Why there? and Why care?

Ask: Why should we care about sustainability and stewardship issues related to the tourism/recreation industry? What are the possible consequences?

- Using some of the information gathered in lesson 2 relating to economy, environment, people (needs and wants) and sustainability and stewardship, show students how they can balance efforts, using an image of a balance scale and place challenges on one side and efforts relating to sustainability on the other side.

Part C

Gathering, Organizing, analyzing and Evaluating Information

- In pairs or small groups, gather information on sustainability and stewardship. Students choose a tourism/recreation industry. One option would be for students to continue to work on the same activity/region as they did in lesson 2. Using books and the internet, students gather information related to sustainable tourism strategies (environment, economy, community) and environmental stewardship initiatives/practices. Using BLM 3.5 students record their ideas and information gathered about sustainability in the region related to the tourism/recreation activity that they are researching.

- Students will organize the information relating it to elements of the interrelationships, i.e., economic, people (needs and wants), environmental, physical characteristics, location.

Assessment for Learning opportunity:

Observe how students gather and organize information and provide descriptive feedback.

- Can they use the organizers?
- Can they determine key ideas?

- Using some of the information relating to economy, environment, people (needs and wants) and sustainability and stewardship, students can balance efforts. Use an image of a balance scale and place challenges on one side and efforts relating to sustainability on the other side.

- Gallery Walk: Students share their information/results with another group.

Consolidation and Debrief

- Using their Learning Logs students reflect on Sustainable Tourism/Recreation and Environmental Stewardship. Students will rank the effectiveness (scale 1-5) of the tourism/recreation location efforts to promote Sustainable Tourism/Recreation. Use evidence to support your rankings.

Assessment for Learning opportunity:

Are students able to communicate the results of their inquiries using appropriate vocabulary?

Extensions

Biography

Students research and create a short bio of the individuals who were quoted in the lesson.

Frayer Models for Vocabulary

Students can work with a partner or in small groups to create Frayer Models for vocabulary (see BLM 3.1 & 3.2) used during this study of the tourism industry in Canada.

Public Service Announcements

Students create video PSAs using BLM 3.6: PSA Planning Graphic Organizer

Resources

Digital

- **Environmental impact of ski hills/resorts:**
<http://environment.about.com/od/greenlivingdesign/fl/Ski-Resorts-and-the-Environment.htm>
<http://traveltips.usatoday.com/ski-resorts-affect-environment-106575.html>
<http://adventure.howstuffworks.com/outdoor-activities/snow-sports/ski-resorts3.htm>
<http://www.independent.co.uk/environment/is-it-possible-to-ski-without-ruining-the-environment-465772.html>
- **Teacher Toolkit website for information on how to use the Frayer Model**
<http://www.theteachertoolkit.com/index.php/tool/frayer-model>
- **Literacy Lessons with a SSHG focus**
<http://oessta-teachers.ca/language-arts/>
- **Primary and Secondary Resources to support student inquiry**
<http://oessta-teachers.ca/primary-secondary/>
- **Math Lessons designed to support Geography skills and understanding**
<http://oessta-teachers.ca/math/>
- **Spatial Skills Lessons**
<http://oessta-teachers.ca/spatial-skills/>
- **Social Studies Concepts Success Criteria**
<http://oessta-teachers.ca/success-criteria-oessta/>
- **Lessons Related to Social Studies Thinking Concepts: *Focus: (Spatial) Significance, Interrelationships, Patterns and Trends, (Geographic) Perspective***
<http://tinyurl.com/thinking-concepts>

BLM 3.1: Frayer Model Vocabulary Strategy: Sustainability

BLM 3.1 Frayer Model Vocabulary Strategy: Sustainability

DESCRIPTION: Define the term using your own words.

Facts/Characteristics: Give at least 3 interesting facts/characteristics

Sustainability

Examples: What is it like? Give some examples.

Non-Examples: What is it not like? Give some examples.

BLM 3.2: Frayer Model Vocabulary Strategy: **Stewardship**

BLM 3.2 Frayer Model Vocabulary Strategy: Stewardship

DESCRIPTION: Define the term using your own words.

Facts/Characteristics: Give at least 3 interesting facts/characteristics

Stewardship

Examples: What is it like? Give some examples.

Non-Examples: What is it not like? Give some examples.

BLM 3.3: Environmental Quotes

| | |
|----|--|
| 1 | "We do not inherit the earth from our ancestors, we borrow it from our children." Native American |
| 2 | "Unless someone like you care a whole awful lot, nothing is going to get better, it's not." Dr. Seuss' The Lorax |
| 3 | "We cannot blame children for occupying themselves with Facebook rather than playing in the mud. Our society doesn't put a priority on connecting with nature. In fact, we tell them too often, it's dirty and dangerous." David Suzuki |
| 4 | "Let us be good stewards of the Earth we inherited. All of us have to share the Earth's fragile ecosystems and precious resources, and each of us has a role to play in preserving them. If we are to go on living together on this earth, we must all be responsible for it." Kofi Annan |
| 5 | "Let Nature be your teacher." William Wordsworth |
| 6 | "Never doubt that a small group of thoughtful, committed citizens can change the world; indeed it is the only thing that ever has." Margaret Mead |
| 7 | "The environment is in us, not outside of us. The trees are our lungs, the rivers our bloodstream. We are all interconnected, and what you do to the environment ultimately you do to yourself." Ian Somerhalder |
| 8 | "For the sake of our health, our children and grandchildren and even our economic well-being, we must make protecting the planet our top priority." David Suzuki |
| 9 | "The environment and the economy are really both two sides of the same coin. If we cannot sustain the environment, we cannot sustain ourselves." Wangari Maathai. |
| 10 | "The greatest threat to our planet is the belief that someone else will save it." Robert Swan |
| 11 | <i>"When one tugs at a single thing in nature, he finds it attached to the rest of the world." John Muir</i> The correct quote is: <i>"When we try to pick out anything by itself, we find it hitched to everything else in the Universe." John Muir</i> |

BLM 3.2: Four Corners Thinking Strategy

Name: _____

Date: _____

“Tourism will never be completely sustainable... but it can work towards becoming more sustainable.”

Circle the response that you think best describes your opinion:

Strongly Agree

Agree

Disagree

Strongly Disagree

My Reasons

Think of three reasons that you feel support your opinion and write them below.

1. _____

2. _____

3. _____

New Ideas from my corner group:

After you have discussed the statement and your opinion with your corner group, list two new reasons that you think support your opinion.

1. _____

2. _____

BLM 3.5: Sustainability/Environmental Stewardship in the Tourism Industry

Current evidence of/need for Sustainability and Environmental Stewardship in the Tourism Industry

Physical Region:

Political Region:

Tourism/ Recreation Activity:

| 3 Key Sustainability Factors | Sustainability Issues | Stewardship Issues |
|-------------------------------------|------------------------------|---------------------------|
| Environment | | |
| People/Community | | |
| Economy | | |

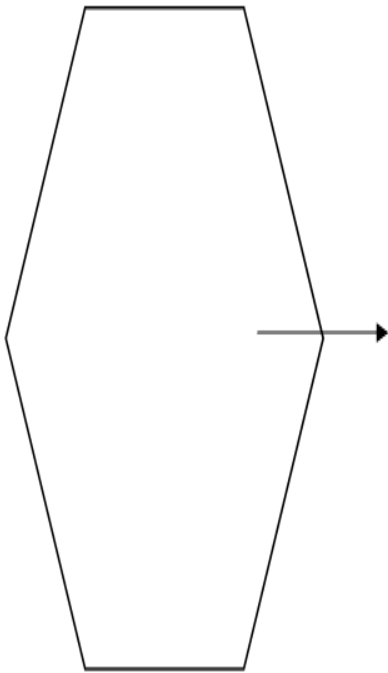
What have you found out about the interrelationship between sustainable tourism and environmental stewardship in this particular tourist area/activity? Should we care?

BLM 3.6: PSA Planning Graphic Organizer

BLM 3-6 PSA Planning Graphic Organizer

Sustainability Issue

Effect on Environment, People, Economy

A large empty rectangular box for writing the Effect on Environment, People, Economy.

Stewardship Solutions:

A large empty rectangular box for writing Stewardship Solutions.



Financial Literacy & SSHG

**Integrated lessons that connect to the
Revised (2013) Ontario Curriculum**

Social Studies · History · Geography - Grade 4 – Lesson 4

**Development Team: Astrid DeCairos, Louise Robitaille, Byron Stevenson, Marci Becker
Ontario Elementary Social Studies Teachers Association (OESSTA)**



Lesson 4 Overview:

In this lesson (case study) students will apply the Social Studies Thinking Concept Perspective as they analyze issues in the tourism/recreation industry in Canada. They will participate in a town hall simulation to identify, describe and analyze the interrelationship between the environment, people and the economy. Using a case study they will research and analyze the interrelationship between the environment, the economy, and various participants with respect to the development the Jumbo Glacier Resort in British Columbia.

How does this lesson target **Financial Literacy**?

The Financial Literacy focus is the consequences of financial decisions. Students will consider how human needs/wants influence the tourism industry in Canada. They will continue to develop an awareness of how their tourism/recreation spending (financial decisions) might have future consequences on the environment.

Social Studies Lesson with a focus on Financial Literacy

Lesson 4: What is Where? Why There? Why Care?

Learning Goals

We are learning to:

- evaluate evidence and draw conclusions about issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in Canada;
- apply Social Studies Thinking Concepts (Perspective) as we analyze issues and challenges related to environmental stewardship and human needs/wants in the tourism/recreation industry;
- understand how the tourism industry may present significant opportunities and challenges to the quality of life in some of Canada's regions.

Success Criteria

- I can describe the impact of tourism activity on the landforms in various regions of Canada.
- I can identify and describe some of the different perspectives and actions of various stakeholders related to the balance between environmental stewardship and human needs/wants.
- I can describe how the tourism industry may present significant opportunities and challenges to the quality of life in some of Canada's regions.

Guiding Questions

- What impact might certain tourism activities/attractions have on the environment in different regions of Canada? Should we care?
- What actions have stakeholders in the tourism industry taken to address the need for a focus on environmental stewardship in Canada? Why care?
- Why care? Why is it important to understand all perspectives on an issue?

Curriculum Expectations: Grade 4

Social Studies - B: People and Environments: Political and Physical Regions of Canada

Overall Expectations

B1. Application: Assess some key ways in which industrial development and the natural environment affect each other in two or more political and/or physical regions of Canada. (FOCUS ON: *Cause and Consequence; Interrelationships*)

B2. Inquiry: Use the social studies inquiry process to investigate some issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada. (FOCUS ON: *Perspective*)

B3. Understanding Context: Identify Canada's political and physical regions, and describe their main characteristics and some significant activities that take place in them.

Specific Expectations

B1.3 Describe some key actions taken by both industries and citizens to address the need for more sustainable use of land and resources.

B2.5 Evaluate evidence and draw conclusions about issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in Canada.

B3.6 Describe significant opportunities and challenges related to quality of life in some of Canada's political regions.

The Arts - Drama

B1.1 Engage actively in drama exploration and role play, with a focus on exploring drama structures, key ideas, and pivotal moments in their own stories and stories from diverse communities, times, and places.

Prior Knowledge and Terminology

Background knowledge required:

- understanding of the concept of “needs and wants”
- understanding of what makes a good inquiry question
- experience using graphic organizers
- use of a Social Studies Learning Log
- creating and using Success Criteria for role play
- use of Four Corners Strategy (<http://www.theteachertoolkit.com/index.php/tool/four-corners>)

Relevant Terminology: economy, tourism, needs/wants, target audience, stakeholders, bylaws, physical and economic regions of Canada, cause and consequence, interrelationships, perspective.

Materials

- If possible, articles related to Jumbo Glacier Resort downloaded by the teacher. See links related to the Jumbo Glacier Resort issue under list of websites.
- Social Studies Learning Log
- A variety of books on skiing in Canada, as well as Canada’s physical and political regions

BLM

(Student)

BLM 4.1 Four Corners Thinking Strategy

BLM 4.3 Question/Answer Inquiry Response

BLM 4.4 Inquiry Response Jumbo Glacier Resort

BLM 1.2 My Inquiry Learning Log

(Teacher)

BLM 4.2 Case Study -- Jumbo Glacier Resort

Minds On

Setting the framework & developing questions for the Inquiry: Four Corners Teaching Strategy

- Share the following statement with your students either by posting it in the classroom or reading it aloud:
“The environmental impact of building ski resorts are worth the economic benefits.”

Post each of the following opinions in different areas of the classroom:

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Ask the students to think about whether or not they “strongly agree”; “agree”; “disagree”; or “strongly disagree” with the statement. Hand out BLM 4.1 Four Corners Thinking Strategy. One to each student. Ask students to complete the form (leaving the last section blank) on their own. After students have written 3 reasons for their opinion choice, ask them to join the corner group that matches their response. Students share their reasons with their four corner group.

- Students record two new reasons at the bottom of BLM 4.1. Ask groups to share their reasons with the whole class.

Action

Jumbo Glacier Resort Case Study

• Share with the class Jumbo Glacier Resort Case Study (BLM 4.2 Case Study). Students will apply the Social Studies Thinking Concept Perspective as they research the issues. As the students conduct the inquiry, they may identify the following stakeholders:

- Jumbo Glacier Resort Municipality (Mayor and council members)
- Glacier Resorts -- Jumbo Glacier Resort representative.
- Provincial government representative
- Environmentalists:
 - Jumbo Wild - Windsight representative;
 - West Kootena EcoSociety
- Local communities representatives from:
 - Invermere on the Lake
 - Village of Radium Hot Springs
- First Nations:
 - The Ktunaxa Nation
 - The Sinixt Nation
- Newspaper reporters

Let the students select roles after they have done a basic inquiry. Students will take on the role of a particular stakeholder and then participate in a town hall meeting to discuss the proposed Jumbo Glacier Resort. Then, students work with peers who present a similar perspective.

• Questions will relate to the Geographic Definition and how the stakeholders may address the issues. Students will address:

- What is where? (issue and location);
- Why there ? (Interrelationships patterns and Trends, Perspective);
- Why care? (Perspective, impact, sustainability).

After students have developed their inquiry questions, they work in small groups to build knowledge related to the issue. Students may require:

- access to computers or Print materials about the Jumbo Glacier Resort issue (see Website resources)
- print books on skiing and general tourism topics
- tourism brochures (ski resorts)
- Social Studies Learning Logs that they developed throughout these lessons. These should include their reflections, maps and any other materials generated during the lessons.
- Classroom Blog (if this extension activity was implemented)

• Students use BLM 4.3 or BLM 4.4 to record the information gathered, as well as their own ideas, and to explore what their response to the issues will be during role play.

Town Hall Meeting

• Practice drama activities where students play in role prior to the Town Hall meeting. Then students may co-create success criteria for role play participation in the town hall meeting. Students participate in a Town Hall Role Play to explore the perspectives of stakeholders in the tourism industry.

Prompting During the Town Hall Meeting

• Use the success criteria for role play developed with the class.

Use the geographic definition as prompts for students to respond to the issues presented in the role play, What is where? Why there? and Why care?

Debriefing the Role Play

• Debriefing is an important part of Role Play. Ask the students to reflect on and reassess their opinions during the Four Corners Thinking Strategy used at the beginning of the lesson.

Assessment for Learning opportunity:

As students prepare for their role in the Town Hall Meeting, provide descriptive feedback to help students:

- use evidence to support their reasoning;
- connect information to make decisions;
- monitor students' ability to use role play criteria.

Consolidation and Debrief

Learning Log:

Students reflect on their learning (Learning Log BLM 1.2):

The questions:

How does Perspective impact our understanding of issues?

Is it harder or easier to make decision?

Rank the two options for options, explain your ranking,

Follow-Up:

- Classroom Blog: Students can continue to use the classroom blog to record their findings and views on:
 - the interrelationship between the physical environment on the location of certain tourist activities/attractions;
 - the different perspectives of stakeholders in the tourism industry.
- Develop a sustainability brochure or report card outlining the steps tourism/recreation operators should take to protect and minimize the environmental impact on a specific area. E.g. ski resort, Parks Canada, local council and environmental protection regarding bike trails, local beach etc.
- Explore possible tourism/recreation issues in their own community/town/city.

Assessment for Learning opportunity:

Are students able to describe significant opportunities and challenges related to quality of life for First Nations and other communities that would be affected by the impact of tourist activities/attractions? Are they able to describe challenges related to environmental stewardship?

Resources

Digital

- **Ontario Ministry of Tourism, Culture and Sports links to tourism agencies/attractions** (Each of the other provinces also have similar websites.)
<http://www.mtc.gov.on.ca/en/home.shtml>
- **Explore 150**
<http://explore150.tigweb.org/en/>
- **Department of Innovation, Science and Economic Development**
https://www.ic.gc.ca/eic/site/icgc.nsf/eng/h_00279.html
(A link to the MPs website can be found here with information about current federal tourism initiatives.)
- **Destination Canada (a Crown Corporation of Canada)**
<http://caen-keepexploring.canada.travel/>
- **Visit-Canada.com**
<http://visit-canada.com/>
- **Tourism Industry Association of Canada**
http://tiac.travel/advocacy_overview.htm (Additional links can also be found at: <http://del.icio.us/oessta>.)

Jumbo Glacier Resort Issue (As this is an ongoing issue, a search for Jumbo Glacier Resort news will likely provide current articles.)

- **Environmentalists**
 - Jumbo Wild – Wildsight
<http://www.keepitwild.ca/>
 - West Kootenay EcoSociety
<http://www.ecosociety.ca/jumbo-wild>
 - The Ktunaxa Nation
<http://www.ktunaxa.org/>
- **Jumbo Glacier Resort**
 - <http://jumboglacierresort.com/>
 - <http://jumboglacierresort.com/about/>
 - <http://jumboglacierresort.com/news/>
 - <http://beforeqatmuk.com/category/about/>

- **BC Government (project news and the Master Plan)**
<http://www2.gov.bc.ca/gov/search?id=2E4C7D6BCAA4470AAAD2DCADF662E6A0&q=jumbo+glacier+resort>
- **News**
 - <http://www.desmog.ca/2016/03/17/supreme-court-hearktunaxa-nation-s-jumbo-resort-appeal-freedom-religion-grounds>
 - <http://skicanadamag.com/travel/overcoming-the-oddsc>
- **USAtoday**
<http://traveltips.usatoday.com/ski-resorts-affect-environment-106575.html>
- **Huffington Post Articles** (some of these articles can be printed)
<http://www.huffingtonpost.ca/news/jumbo-glacier-resort/>
- **CBC News**
 - <http://www.cbc.ca/news/canada/british-columbia/jumbo-glacier-officially-becomes-resort-municipality-1.1295477>
 - <http://www.cbc.ca/news/canada/british-columbia/controversial-jumbo-glacier-resort-not-substantially-started-in-b-c-1.3119214>
 - <http://www.cbc.ca/daybreaksouth/2012/11/20/jumbo-glacier-resort-municipality-undemocratic/>
- **Stakeholder**
 - **Jumbo Glacier Resort Municipality**
<http://www.jgmr.ca/>
 - **Glacier Resorts – Jumbo Glacier Resort**
<http://jumboglacierresort.com/>
 - **The Ktunaxa Nation**
<http://www.ktunaxa.org/>
 - **The Sinixt Nation**
<http://sinixtnation.org/content/piq-s-mx-ikn-jumbo-glacier>
 - **Jumbo Wild – Wildsight** (“Wildsight is a Canadian charity that works to protect wildlife, wilderness and clean water and cultivate sustainable communities in Canada’s Columbia and Rocky Mountain regions.”)
<http://www.keepitwild.ca/>
 - **West Kootenay EcoSociety** (“The West Kootenay EcoSociety protects the natural environment while building sustainable communities.”)
<http://www.ecosociety.ca/jumbo-wild>
 - **Programs** (Preserve wild places, air and water for future generations; Take action to reduce the crisis of climate change; Promote sustainable local food systems; Connect people with nature.)
<http://www.ecosociety.ca/jumbo-wild>
 - **Local Communities – Invermere on the Lake**
<http://invermere.com/>
 - **Village of Radium Hot Springs**
<http://www.radiumhotsprings.ca/>

BLM 4.1: Four Corners Thinking Strategy

Name: _____

Date: _____

“The environmental impact of building ski resorts is worth the economic benefits.”

Circle the response that you think best describes your opinion:

Strongly Agree

Agree

Disagree

Strongly Disagree

My Reasons

Think of three reasons that you feel support your opinion and write them below.

1. _____

2. _____

3. _____

New Ideas from my corner group:

After you have discussed the statement and your opinion with your corner group, list two new reasons that you think support your opinion.

1. _____

2. _____

BLM 4.2: Case Study: Jumbo Glacier Resort

Case Study: Jumbo Glacier Resort, British Columbia, Canada

The Jumbo Glacier Resort is a proposed resort in the B.C. Purcell Mountains that has been at the center of strong public debate since it was first proposed by Glacier Resorts in 1991. The controversial project was approved and in November 2012, the B.C. government granted municipal status to Glacier Resorts. However, in June 2015 the provincial government pulled their environmental certificate which expired in October 2014. The debate continues and all the stakeholders are actively involved once again.

Guiding Question: What would you recommend – and why?

The Issue:

This development has been the subject of controversy as a result of public opposition from the residents of the region, First Nations, and environmental groups for political, economic, environmental, and spiritual reasons.

The Location:

In the heart of BC's Purcell Mountains, located in the traditional territory of the Ktunaxa Nation, 55km west of Invermere

The Stakeholders:

- Jumbo Glacier Resort Municipality -- <http://www.jgmr.ca/>
- Glacier Resorts – Jumbo Glacier Resort: <http://jumboglacierresort.com/>
- The Ktunaxa Nation: <http://www.ktunaxa.org/>
- The Sinixt Nation: <http://sinixtnation.org/content/piq-s-mx-ikn-jumbo-glacier>
- Jumbo Wild – Wildsight: “Wildsight is a Canadian charity that works to protect wildlife, wilderness and clean water and cultivate sustainable communities in Canada’s Columbia and Rocky Mountain regions.” <http://www.keepitwild.ca/>
- West Kootenay EcoSociety: “The West Kootenay EcoSociety protects the natural environment while building sustainable communities.” Programs -- Preserve wild places, air and water for future generations; Take action to reduce the crisis of climate change; Promote sustainable local food systems; Connect people with nature. <http://www.ecosociety.ca/jumbo-wild>
- Local Communities – Invermere on the Lake
- Village of Radium Hot Springs

BLM 4.2: Case Study: Jumbo Glacier Resort, con't

Relevant websites:

- Environmentalists:
 - Jumbo Wild – Wildsight -- <http://www.keepitwild.ca/>
 - West Kootenay EcoSociety -- <http://www.ecosociety.ca/jumbo-wild>
 - The Ktunaxa Nation: <http://www.ktunaxa.org/>
 - Jumbo Glacier Resort:
 - <http://jumboglacierresort.com/>
 - <http://jumboglacierresort.com/about/>
 - <http://jumboglacierresort.com/news/>
 - <http://beforeqatmuk.com/category/about/>
 - BC Government: (project news and the Master Plan)
 - <http://www2.gov.bc.ca/gov/search?id=2E4C7D6BCAA4470AAAD2DCADF662E6A0&q=jumbo+glacier+resort>
 - News:
 - <http://www.desmog.ca/2016/03/17/supreme-court-hearktunaxa-nation-s-jumbo-resort-appeal-freedom-religion-grounds>
 - <http://skicanadamag.com/travel/overcoming-the-oddsc>
 - USA today
 - <http://traveltips.usatoday.com/ski-resorts-affect-environment-106575.html>
 - Huffington Post Articles: (some of these articles can be printed)
 - <http://www.huffingtonpost.ca/news/jumbo-glacier-resort/>
 - CBC News:
 - <http://www.cbc.ca/news/canada/british-columbia/jumbo-glacier-officially-becomes-resort-municipality-1.1295477>
 - <http://www.cbc.ca/news/canada/british-columbia/controversial-jumbo-glacier-resort-not-substantially-started-in-b-c-1.3119214>
 - <http://www.cbc.ca/daybreaksouth/2012/11/20/jumbo-glacier-resort-municipality-undemocratic/>
 - Stakeholders -- Issues:
 - Jumbo Glacier Resort proposes the following benefits –
 1. Employment Opportunities
 2. Positive economic impact on the Town of Invermere
 3. Increased tourism which will encourage ecological awareness,
 4. Encourages education, knowledge of the natural world, contact with different nations/peoples
 5. Fitness and physical well-being(For more info see the: [The Jumbo Glacier Resort Master Plan](#))
- Environmentalists:
1. “Jumbo Glacier Resort would fragment a critical section of this corridor, leading to habitat fragmentation and reduced grizzly populations, locally, regionally and even continentally.”
 2. In 2013 the B.C. government declared Jumbo Glacier Resort in the wild Jumbo Valley the first municipality in Canada to be incorporated with no residents, no infrastructure, no budget, and no reliable access. The impact of this decision is that
 - a. There is no local tax base and provincial dollars are used to fund the resort.
 - b. There are no democratic elections as there is no one to vote for the mayor and council except the owners of the resort.
 3. The Jumbo Glacier Resort has not met the Environmental Assessment conditions.
 4. The impact on the local community -- “The voices against the proposed Jumbo Glacier Resort are as diverse as the valley itself.”
 5. It is not economically feasible.
- First Nations: The Ktunaxa Nation and The Sinixt Nation
1. Concern for Grizzly bear habitat (spirit bears)
 2. Land claims

BLM 4.3: Question/Answer Inquiry Response

Name:

Date:

My Role:

What is the relationship between your stakeholder/character's role and the proposed new attraction? Will they support/be against this new tourist attraction? Why?

What do you think the impact on the environment will be? What do you think the impact be on the local economy will be? Why do you think this? How do your research findings support your character/stakeholders view?

What environmental issues/economic benefits will you present at the town hall meeting? How will your character/stakeholder support their perspective during the Role Play?

BLM 4.4: Inquiry Response

Name: _____ Date: _____

| Inquiry into Jumbo Glacier Resort | | |
|-----------------------------------|---|-------------------|
| Impact on Environment | Impact on Local Communities and First Nations Peoples | Impact on Economy |
| | | |