##

##

## **Ontario Teacher’s Federation:**

## **Teacher Learning Co-op**

## ***Inquiry-Based Learning***

## ***Grade 9 - Issues in Canadian Geography***

## ***Unit: Liveable Communities***

## ***2016/17***

###

###

### John Chittaro & Wilhelm Ruttinger

### Department of Social Science

### Holy Names Catholic High School

### Windsor-Essex Catholic District School Board

### Windsor, Ontario

###

### (adapted from courses.elearningontario.ca)

**Planning and Procedures**

### This document includes five activities (formative assessments) for the study of liveable communities. It is best to begin with the theory of inquiry ([click here](https://drive.google.com/file/d/0B70mic6Ds0lLOVRNS2g2cjFYa1E/view?usp=sharing)). In addition, students should see the inquiry model in action ([click here to see an exemplar](https://docs.google.com/document/d/1_tg721DYPRN6-Ud437ye004jEZRXB4lG3hrEh_XDqbU/pub)).

### The inquiry model provides a valuable opportunity to engage students, however, guidance and practice are needed to help students apply it with a greater degree of success ([click here to see a slideshow about inquiry](https://docs.google.com/presentation/d/1_1q9JEEWaXoTNgSEfawUzQ4uNm3SEsbbN2tJOQ1TYk8/pub?start=false&loop=false&delayms=60000)). In this document, each of the five activities will give the students a chance to use the model before they get to the culminating activity (more about the culminating activity below).

### To begin a unit with inquiry, teachers can use the ‘framing questions’ or 'big ideas' from the curriculum as a basis for the unit goals. It is important to note that the framing question/big ideas should be presented at the beginning of the unit and posted with the learning goals. For example, the framing questions listed below will be used for the culminating activity (summative assessment) in this unit.

*Liveable Communities framing questions*

* *What criteria should we use when determining future development plans for communities?*
* *How does one choose between conflicting land-use options for the same space?*
* *In what ways does urban growth affect the quality of life of a place?*
* *What are some similarities and differences in land use in different Canadian communities?*

###

## **Activity 1: What are the global goals for sustainable development?**

## The Global Goals for Sustainable Development

### Use the United Nations Global Goals for Sustainable Development<https://youtu.be/wWzmbdfykdU>

### For this part of the activity you will work in a group. You will need to use a digital collaborative platform of your choice.

### Task: Each group works for the government of a small country. You have been tasked with the job of selecting the ten Global Goals that your country will work on.

### Process:

### You need to select the top ten Global Goals and then rank them from number 1 to number 10, with 1 being the one you see as being the most important.

### Before you meet as a group, each individual needs to do their own selection and ranking. You each need to think of why you selected it and why you think that is an important goal. Use the Global Goals organizer to help you.

### Meet as a group in a collaborative work space and share your rankings -- be prepared to justify your choices.

### As a group, you need to come to a consensus as to what you believe are the ten Global Goals your country should be working on. You will need to justify your group's decision See [Rubric here](https://docs.google.com/document/d/1sLuu3DIh8S8EftdTjnGGFJOI7bgk99skv464L2T3MKk/pub)

##

##

##

##

## **Activity 2: How do we measure sustainability?**

### What are the differences between an ecological footprint and a carbon footprint?

### <https://www.youtube.com/embed/fACkb2u1ULY?rel=0> - Ecological Footprint Video

### Use the information in the video to write your own explanation of an ecological footprint. Think of its’ most important characteristics.

### <https://youtu.be/8q7_aV8eLUE> - Carbon Footprint Video

### Use the information in the video to write your own explanation of a carbon footprint. Think of its’ most important characteristics.

### Wrap Up

### Create a Venn Diagram that illustrates the similarities and differences of an ecological footprint and a carbon footprint. See [checklist here](https://docs.google.com/document/d/1z6nKN5SoZIt72_f5dkE6PGYVRv1Myn4oHtPikeXG5PE/pub)

##

##

##

##

##

##

##

##

## **Activity 3: How does human land use impact the natural environment?**

### To start, watch these videos. As you watch, make a list of the human activities that impact the environment. Then, share your ideas with a peer. Finally, with your peer, develop a BIG QUESTION to investigate about humans use of the environment.

### Video 1 - [Green Heroes & the Environment](https://vimeo.com/67572466)

### Video 2 - [The Story of Stuff](https://youtu.be/9GorqroigqM)

### Video 3 -  [Our Water, Our Future](https://youtu.be/udyx9u5LJeo)

### Objective - Which human activity has the largest impact on the earth? Why? What does the future hold for the activity you chose?

### 1. Identify the interconnected parts of an environment.

### 2. Assess the impact of a change (by humans) in one part of an environment on another part.

### 3. Use graphs, charts, diagrams, and maps to identify interrelationships within the issue you are investigating.

### 4. Effectively make predictions about the future of the human activity based on data, evidence, and information.

### See [rubric here](https://docs.google.com/document/d/1z1E0txgYGLbspitACdHKBNAdJwfHyDxugd4x38rbsZQ/edit?usp=sharing)

##

##

##

##

## **Activity 4: Land use conflict in Windsor-Essex County**

## Making a Community Story Map

### What is an existing or potential land use conflict in Windsor-Essex County?

### For this task, you will create a story map that describes a land use conflict categories in Windsor-Essex County. You will need to choose the location and find images of that location. You will also need to write a brief description of the location highlighting the compatibility of the land uses and highlight the existing or potential conflict(s) that exist.

### You will use the geographic thinking concept of spatial significance for this task . The instructions, example, and rubric are included [here](https://drive.google.com/file/d/0B70mic6Ds0lLQ3ZtMjVaeUMxZGs/view?usp=sharing).

##

##

##

##

##

##

##

##

##

##

##

## **Activity 5: What is your plan of action to make your community more liveable?**

### For this last task, you will write a supported paragraph answering the question:

### *What would you suggest to your community planners and*

### *government to make your community more liveable?*

### You will be using the geographic concept of Interrelationships when you investigate and write your supported paragraph about the impact of human activity on the environment.

### Use the location that you chose to highlight and describe on your Story Map from activity 4.

### Think about the potential or existing land use conflicts at this location. Also think about suggestions you would make to leaders and planners that would make this location more sustainable.

### Write your supported paragraph. [Click here for rubric](https://docs.google.com/document/d/1Y1ku4X2JZlhRukFmjjq-X8_-NsQRdtU-SUjTfwCBEKI/pub)

### This paragraph will be submitted for evaluation. Please use the supported paragraph checklist below to guide your learning.

*Supported Paragraph Checklist*

*1. Topic Sentence - My topic sentence clearly states the main idea of the paragraph.*

*2. Supporting Points - My paragraph has a number of clear and specific supporting points (3-4).*

*3. Conventions - My paragraph is grammatically correct (sentence structure, spelling, and punctuation).*

*4. Closing Sentence - My closing sentence connects back to the topic sentence.*

##

##

##

## **Field Experience**

### ***Students will have the opportunity to attend two field experience adventures that directly connect to the study of liveable communities in Windsor-Essex County***

### **1. Ojibway Prairie Complex**

"Located in Windsor, Ontario, Canada, Ojibway Prairie Complex is a collection of five closely situated natural areas within a 10 minute drive from downtown. The Department of Parks & Recreation's Ojibway Nature Centre administers four of these areas. Ojibway Park, Tall grass Prairie Heritage Park, Black Oak Heritage Park, and Spring Garden Natural Area for a total of approximately 244 hectares (604 acres). Collectively these sites are designated as the Ojibway Prairie Remnants Area of Natural and Scientific Interest (ANSI). The nearby Ontario Prairie Provincial Nature Reserve, owned by the Ontario Ministry of Natural Resources, adds more than 105 hectares (230 acres) of additional prairie and savanna. The most striking aspect of Ojibway Prairie Complex is the tremendous variety of its vegetation and animal life. Wetlands, forest, savanna and prairie provide habitat for a great number of rare plants, insects, reptiles, birds and mammals. The prairie landscape, characterized by a lack of trees (less than 2.5 trees/hectare) includes grasses and flowers that grow very tall and lush." ([www.ojibway.ca/complex.htm](http://www.ojibway.ca/complex.htm))

Student Activity - Presentation and Tour

A very informative presentation and tour by Nancy Pancheshan, coordinator of ‘Save Ojibway’, will enhance student's learning about our region's globally endangered ecosystem and how the possible closing of Matchette Road will assist in Ojibway's sustainability.

### **2. Point Pelee National Park**

"A lush Carolinian forest oasis at the southern tip of Canada, Point Pelee National Park resounds with migrating songbirds in the spring, hums with cicadas in the summer, flutters with Monarch butterflies in the fall and is a peaceful place of reflection in the winter." ([www.pc.gc.ca/eng/pn-np/on/pelee/index.aspx](http://www.pc.gc.ca/eng/pn-np/on/pelee/index.aspx))

Student Activity - Ecosystem Monitoring

Students will join a park interpreter and venture out to the savannah on West Beach. While learning about this rare habitat, students will use GPS units to map species in a monitoring plot. Once complete, they will return to the Visitor Centre to upload their results, using GIS ArcReader, just like the park's resource conservation staff.

## **Culminating Activity: Liveable Communities**

### **Liveable Communities Framing Questions**

* *What criteria should we use when determining future development plans for communities?*
* *How does one choose between conflicting land-use options for the same space?*
* *In what ways does urban growth affect the quality of life of a place?*
* *What are some similarities and differences in land use in different Canadian communities?*

**CGC1D1 Culminating Activity - Liveable Communities**

A liveable community is one that provides a safe, welcoming, attractive, affordable and functional neighbourhood. Providing all of these needs to a neighbourhood can sometimes be difficult; they are often a work in progress. Communities are constantly growing and evolving and with this growth, issues often arise. For example, what about the new Right Honourable Herb Gray Parkway? Many residents in the Windsor area were uprooted to make way for the new route. In contrast, many found employment during the construction. Stakeholders in this issue would present arguments on both sides, for and against.

Your culminating activity will require you to identify and examine a concern that would be considered a “liveable communities” issue. You will collect data through interviews, field observation and research to support your position. The main goal of this project is to fully understand an issue, its impact on the individual stakeholders and community and to develop and propose a solution.

**Part 1 – Issue Identification**

* Identify a local issue that falls under the umbrella of “liveable communities” as learned in class. YOUR ISSUE MUST BE APPROVED BY YOUR TEACHER.
* Identify the stakeholders who would be affected by the issue and assign each group member a stakeholder position. All work will be completed and evaluated individually, with the exception of the solution and part of the oral presentation.

*Each individual group member will complete:*

**Part 2 - Stakeholder issue identification** - Identify how the issue affects you as a particular stakeholder.

**Part 3 - Map the issue** - Create an annotated map to show:

 i) the area affected by the issue

ii) your position on the issue (for or against).

**Part 4 - Data collection** - Collect appropriate data to support your position on the issue. Ex. Interviews, research, field observation.

**Part 5 - Data analysis** - Transfer your data collected into tables, charts or graphs. Select an organizer that best conveys the significance of your data. Don’t forget to identify the significance of the data collected.

*As a group:*

**Part 6 - Proposal/Solution** - Review the data collected by each stakeholder and create a solution that would address each individual’s needs. Your solution must take each stakeholder’s collected data/support into consideration. Your group must be able to defend your solution.

**Part 7 - Presentation** - Each stakeholder will present:

i) their position on the issue

ii) the data collected to support their position and present the proposed solution

 to the issue