Grade 4 – Social Studies

Topic A – Alberta: Its Geography and People

Questions and Issues for Inquiry

Questions: How do Albertans make use of their natural resources?

Issues: Should people make major changes in their physical environment to meet their needs?

Knowledge Objectives – The student will demonstrate an understanding of the following:

Major Generalization:
• The availability and use of natural resources affects people and their environment.

Generalization:
• The environment can affect the way people live.

Concepts:
• Environment

Related Facts and Content:
• Geographic regions of Alberta; e.g., Rocky Mountains, Foothills, Parkland, Grassland, Canadian Shield, Boreal Forest; with emphasis on the natural resources specific to each region

Skill Objectives – The student will be able to do the following:

Process Skills – Locating, Organizing, Interpreting Information
• Identify possible sources of information; e.g., print, non-print.
• Locate information, using library skills to choose appropriate resources for research.
• Acquire information by reading to find main idea/supporting details.
• Organize information through the use of pictures, charts, graphs and reports accompanied by a title.
• Use computer programs to assist in the study of specific content areas.

Geography/Mapping
• Make an outline map of Alberta, accompanied by developed symbols and a legend showing natural regions.

Analyzing/Synthesizing/Evaluating
• Analyze how the use of a natural resource can affect the rest of the environment.
• Predict the consequences of misusing natural resources.
**Communication Skills**
- Use simple illustrations, charts and graphs to support written work.
- Use an illustration (poster) to show how natural resources are used.
- Organize information on a topic, using simple outline, webbing

**Participation Skills**
- Make meaningful contributions to discussions

**Attitude Objectives** – The student will be encouraged to develop:
- Appreciation of the impact that people can make on the environment.
- Appreciation of and pride in the beauty of the natural environment.

**Lesson – Research Poster / Brochure**

**Activity #1- Introduction (30-60 min)**

**Materials** – Maps of Alberta’s natural regions, blackboard or overhead projector, and copies of Alberta maps for the students to use.

Start by showing students a map of Alberta’s Natural Regions. Discuss the six different regions with students, asking them what they know about each region, the resources each has to offer, and how humans use those resources. Keep track of all information on the board or overhead. Ask students to copy the information down in their notebooks. Don’t worry about what is correct and what is not. Students will be able to distinguish fact from fiction during the research portion of the assignment. This may take two classes to complete.

To close this activity hand out copies of Alberta maps, and have students draw the boundaries of the natural regions and shade them in using colors they think are appropriate.

**Activity #2 – Focus and Research (2 – 4 class periods)**

**Materials** – Cd Rom, Internet, Library, sample travel maps/brochures, and any other books and pictures of Alberta’s natural regions.

In this activity students will be assigned a natural region of Alberta (Rocky Mountains, Foothills, Parkland, Grassland, Canadian Shield, Boreal Forest) to research. Make sure that all the regions are being researched by an equal number of students.
Instruct students to go to the Student Zone of the Edukit and select the region they have been assigned. They can also use the photo gallery to find pictures of that region. Students should focus their research on the natural resources of the region and how they are used by Albertans. They are to present their research in poster or brochure form. It would be helpful to have a variety of Alberta travel brochures, and some posters of Alberta natural regions displayed somewhere in your classroom for students to use as a guide.

Explain to students that the content of the edukit will be a good springboard, and that they will have to search the Internet and library to get a complete picture of their region.

The following questions may be used to help guide research:

- Where in Alberta is your region located?
- What landforms are in that region?
- What is the climate like in that region?
- What plants and animals live in that region?
- What natural resources does the region have?
- How do humans use those resources?
- How are humans hurting the environment?
- How are humans helping the environment?

**Activity #3 – Creating the Poster/Brochure (1-2 class periods)**

**Materials** – Poster board, construction paper, glue, scissors, pencil crayons, rulers and any other things you can think of creating posters and brochures.

Once the students have collected and interpreted their research, it is time to create the poster or brochure that will display the information. Use the posters and brochures that have displayed in classroom as examples. Go over them as a class pointing out the similarities and differences. Focus on the organization of information and the artistic qualities of the examples. Explain to students that you want the posters/brochures to look good and provide the necessary information.

Students should do a rough draft before they do the final copy. You may want to meet with individual students to check their rough draft before they go on. This will ensure that the instructions were understood and followed before the bulk of the work is done. Once the projects are complete you can grade them and hang them up in the hallway or classroom.

You may want to make a rubric for this assignment as a class, or use/modify the following rubric:
**Poster Rubric**

**Criteria and Scores**

**Organization**
(1) Choppy and confusing; format was difficult to follow
(2) Somewhat organized; ideas were not presented coherently
(3) Presented in a thoughtful manner; there were signs of organization
(4) Extremely well organized; logical format that was easy to follow; enhanced the effectiveness

**Content**
(1) Completely inaccurate; the facts in this poster were misleading to the audience
(2) Somewhat accurate; more than a few inconsistencies or errors in information
(3) Mostly accurate; a few inconsistencies or errors in information
(4) Completely accurate; all facts were precise and explicit

**Creativity**
(1) Little creative energy or effort used during the project; looks bland; lacks “zip”
(2) Added a few original touches to enhance project but inconsistently; little to no color
(3) Was clever at times; thoughtfully and uniquely presented; good use of color
(4) Was extremely clever, original, and colorful; a unique approach that truly enhanced the poster