



LESSON 1: Project Introduction For Teachers

Geography Standard

Students will use geographic concepts and processes to understand location and its relationship to human activities.

Movement of People, Goods and Ideas

Indicator:

Describe how transportation and communication networks link places through the movement of people, goods and ideas.

Objectives

- Explain how transportation and communication networks connect places, people and ideas.

- Identify the reasons why people move from one community or region to another.

Modifying and Adapting to the Environment

Indicator:

Explain how people modify, preserve and adapt to their environment.

Objectives

- Describe how people in a community modify their environment to meet changing needs for transportation, shelter and making a living.
- Describe why and how people make decisions about protecting the environment.
- Compare ways that people adapt to the environment for food, clothing and shelter.

Formative Assessment

- Student data sheets from investigations
- Student presentations on policy

Summative Assessment

“Four Corners” Reprise

Students write about their current position on ecotourism, compare it with their preliminary position and note their reasons for changing—or not changing—their position.

Materials

- Overhead of task card for students
- Blank IEI/A lesson sequence to project
- Completed lesson sequence (only the first three blocks will be revealed in this lesson)
- Post the following questions on the board, but cover them up until you get to them in the lesson:
 1. Where is Churchill located and what is it like there?
 2. What is ecotourism and how is it related to Churchill?
- Copies of Student Sheet, “Should Ecotourism Be Allowed in Churchill?”





Engagement

Post task card so that all students can see it. Have students read their task for this unit.

Task

You have an important decision to make with your classmates at the end of this role-playing unit. Your decision may affect the future of the residents, tourists and wildlife in Churchill, Manitoba, Canada, "The Polar Bear Capital of the World." In order to better understand the decision your group will have to make, you will need to understand several facts about Churchill. The following checklist and chart will help you organize your thoughts and ideas as you work with your group to make the following decision: ***Should ecotourism be allowed in Churchill?***

Teacher Information

Show the blank IEEIA reference sheet and tell the students that in this sequence we will look at the issue, "Should ecotourism be allowed in Churchill?" To provide background for the geography lesson, show the first three boxes of the sequence with the information filled in.

We will begin with two important lessons that will help us answer the questions that are posted on the board:

1. Where is Churchill located and what is it like there?
2. What is ecotourism and how is it related to Churchill?

