



Canada C3 Digital Classroom Learning Module

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Name of School, Board District, or Education Authority: St. Margaret's School,
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Learning Module Title: Gaining Perspective on Environmental Issues

Grade(s)/Teaching Division(s): Grade 11

Subject(s)/Course(s): Social Studies

Time: 3 x 60 minutes

Learning Module Topic & Description

In this learning module, students will examine a specific, current environmental concern by first identifying at least three distinct groups (Indigenous communities and/or other communities, political parties, industries, local businesses, environmental agencies, etc.) impacted by the concern, and then researching primary or secondary sources to understand each group's perspective on the concern.

Students will seek to outline factors such as traditional values, lifestyle practices, spiritual beliefs, economic interests, etc., as they apply to each group's stance on the environmental topic.

Students will consolidate their understandings by creating a visual-verbal essay, which will consist of a creative graphic representation of the environmental issue and the multiple perspectives around it.

Essential Question(s)

- Environmental issues impact a diverse range of people and interests.
- How can we consider the perspectives and honor the values of many Canadians when developing action plans or deciding on resolutions?

Canada C3 Central Theme(s) Addressed

- The Environment
- Diversity and Inclusion
- Reconciliation

Learning Objective(s)/Goals

Students will:

- Apply critical thinking (questioning/comparing/summarizing/drawing conclusions/defending a position)
- Demonstrate effective research skills (accessing information/collecting data/evaluating data/citing sources)
- Demonstrate effective graphic and written communication skills
- Demonstrate skills and attitudes of active citizenship (open-mindedness/respect for diversity/collaboration)
- Assess environmental challenges facing Canadians

Essential Concepts/Knowledge/Skills to be Learned/Applied

Canada is a plural society with a diverse range of values, interests, and traditions that help to inform a number of perspectives on any given issue.

Some perspectives are voiced louder than others, and this can influence the degree to which they are considered when decisions are being made.

Accessing primary and secondary sources can help us understand the perspectives of others.

Curriculum Connections/Big Ideas

Explain and infer different perspectives on past or present people and issues, by considering prevailing norms, values, worldviews, and beliefs.

Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.

British Columbia Ministry of Education, *Social Studies 11 – Integrated Resource Package* (2005):
https://www.bced.gov.bc.ca/irp/course.php?lang=en&subject=Social_Studies&course=Social_Studies_11&year=2005

Teacher Goals

- Promote inquiry
- Guide research
- Model open-mindedness
- Facilitate collaborative problem-solving

Student Groupings

(e.g., whole class, small groups, pairs, independent work):

- Small Groups for role-playing, research activities, and visual-verbal essay creation
- Whole Group for open discussions
- Independent student reflection

Materials/Resources

(e.g., equipment, PowerPoint/Keynote slides, manipulatives, hand-outs, games, assessment tools):

- Access to research databases (e.g., newspapers, museum archives, etc.)
- Access to digital collage software (e.g., Photoshop, web applications, etc.)

Instructional Strategies <i>(e.g., direct instruction, demonstration, simulation, role-playing, guest speaker, etc.):</i>	Considerations <i>(e.g., contingency plans re: technology failure, student absences or groupings, guest speaker cancellations, or safety concerns):</i>
<ul style="list-style-type: none"> • Role Playing • Guided Instruction • Think/Pair/Share • Research • Jigsaw • Guided Discussion • Creative Project • Presentation 	<p>Students may use any available hard copy sources for research if necessary (e.g., textbooks, newspapers, magazines, photographs, etc.).</p> <p>Students may also develop creative visual collage using traditional cut/paste methods, or hand illustrate their visual-verbal essay.</p>

Accommodations & Differentiation Strategy <i>(to address different needs & preferences of students)</i>
<p>Students may self-select group members, or be strategically paired based on noted strengths and challenges.</p> <p>Students with reading challenges may add a variety of Google extensions to their browser toolbar including a text-to-speech converter (Select and Speak), a weighted font (OpenDyslexic), or an annotator (Read&Write).</p> <p>Students may self-select a program (app or software) to develop their creative visual collage, or choose to use traditional cut/paste techniques, hand drawings, sculpture, video, etc.</p> <p>Students with writing challenges may complete the reflection conversationally with the teacher or create a digital audio recording.</p>

Assessment for Learning, Checking for Understanding, Success Criteria & Feedback
<ul style="list-style-type: none"> • Observational assessment (based on student participation in discussions, engagement in research, collaboration with peers) • Checking for understanding • Key Features (assess the effectiveness of the key points students have identified from their research) • Checklist • Rubric

Motivational Hook <i>(process for acquiring & focusing students' attention), Time (15 minutes)</i>
<p><u>Role Playing Activity</u></p> <p>In small groups (of 4 or 5), each group is assigned a scenario, and students are individually assigned a role (refer to <i>Appendix A</i> for roles and scenarios).</p> <p>Provide students with the task of discussing, in role, the fictional scenario with the aim of developing a resolution.</p> <p>Allow a representative from each group to share with the whole class a brief summary of any conflict they encountered, and their proposed resolution (if achieved).</p>

Open (process for introducing/framing module & agenda), Time (15 minutes)

Open Discussion

Lead a discussion using the following guiding questions to further frame the topic and activity:

- Who has the greatest responsibility to care for the environment?
- Who has the greatest interest in maintaining a healthy environment?
- When discussing environmental issues, whose voices are often the loudest? – Why?

Body (main instructional & learning processes to build understanding, skills, attitudes), Time (60+ minutes)

Research Activity

- 1) In small groups (of 3) students will select a specific, current environmental issue.
- 2) As a group they will identify a number of distinct group perspectives (e.g., Indigenous communities and/or other communities, political parties, industries, local businesses, environmental agencies, etc.) impacted by the concern.
- 3) Each student in each group will then select one perspective that they will research (encourage groups to have one member choose to study an Indigenous perspective whenever appropriate).
- 4) Individually, each student will use available databases to study primary and secondary source material that will inform the group's perspective on the environmental concern. Students may also consider researching factors that influence the group's perspective, such as traditional values, lifestyle practices, spiritual beliefs, economic interests, etc. Students should aim to collect 10-20 relevant pieces of information from reliable sources. *Appendix B* may be provided as a template for research notes.
- 5) Individually, students will produce and submit a references page in the preferred format (APA, MLA, etc.) to be assessed using checklist (refer to *Appendix C*).

* Throughout these steps, the teacher should check-in with groups and individuals to reinforce effective research skills, assess progress, and guide deeper inquiry.

Consolidation (processes for application & practice of knowledge, skills, attitudes), Time (60+ minutes)

Visual-Verbal Essay

- 1) Individually, students should identify and paraphrase 3-4 key points of information about their research on their chosen group's perspective on the environmental concern studied.
- 2) Using a Jigsaw-style activity, students should regroup and share their key points with their group members. Groups should hold discussions to explore the perspectives further, and brainstorm possible solutions, if time permits.
- 3) Distribute and discuss guidelines and rubric for the visual-verbal essay (*Appendix D* and *Appendix E*).
- 4) Students will work as a group to create a creative graphic representation of the varied perspectives on the environmental concern studied.

* Throughout these steps, the teacher should check-in with groups and individuals to facilitate discussion and provide feedback on work in-progress on visual-verbal essay.

Closure (processes for recapping, looking ahead), Time (30+ minutes)

Presentation

- 1) Groups will share their visual-verbal essays with the class, focusing on identifying key images, explaining symbolism, justifying creative interpretations, etc.
- 2) Audience members should be encouraged to ask questions and add insights following each presentation.

Student Reflection on Learning (*i.e., critical thinking questions to extend the learning*)

Reflection

Individually, students should respond to the following prompt in an informal written reflection:

Considering the diverse perspectives on your group's environmental concern, what is a possible action plan or resolution that could be enacted that would respect the values/needs/interests of all parties?

Anticipate the challenges that may be faced when these plans or resolutions are implemented.

Identify any secondary concerns that may arise through the attempts to resolve the primary concern.

Extension Ideas & Additional Resources

Students may develop a written editorial that discusses their environmental concern from multiple perspectives and proposes feasible solutions.

Students may write a letter to an Elder, a Member of Parliament, a lobby group, or industry leader expressing their support of and/or concerns about their position on the environmental concern studied.

Students may research past environmental concerns and analyze the bias of the resolutions achieved.

Teacher Reflection (*e.g., notes for next time*)

The teacher may wish to revisit their goals for this series of lessons; did this process promote inquiry, guide effective research practices, model open-mindedness and perspective-taking, and facilitate collaborative problem-solving?

Appendices:

Appendix A: Role Playing Scenes

Appendix B: Research Notes Template

Appendix C: Reference Page Checklist (APA)

Appendix D: Visual-Verbal Essay

Appendix E: Visual-Verbal Essay Rubric



Gaining Perspective on Environmental Issues Role Playing Scenes

SCENARIO	ROLES
<p>A track of land that contains an ancient forest has just been slated for clear-cut. The lumber is highly valued at market; however, the removal of the forest will alter the habitat of an endangered species, as well as many other animals.</p>	Local MP
	Indigenous Elder
	Local Logger
	Member of the Canadian Wildlife Federation
	Logging Company CEO

SCENARIO	ROLES
<p>A new waste management facility has been proposed for development on land previously occupied by a golf course. The facility will include a recycling plant and a landfill site. Other waste management facilities in the area are maxing out on capacity to operate.</p>	Local Mayor
	Local Resident
	Local Conservation Authority
	Waste Management Company
	Nearby Golf Pro-Shop Owner

SCENARIO	ROLES
<p>A freight train carrying petroleum derailed within proximity to a river that functioned as a spawning ground for salmon. The incident was widely broadcast through the media and has raised questions about the necessity of transporting dangerous goods by train.</p>	Salmon Fisher
	Transport Canada Representative
	Rail Line Employee
	Indigenous Elder
	Petroleum Producer

Appendix A

SCENARIO	ROLES
<p>A unique landform has always been a locally known recreation site; however, after being showcased on national television it has become a tourist attraction. The increased traffic has compromised the ecology of the area.</p>	Local Mayor
	Indigenous Elder
	Local Hiker
	Chamber of Commerce Member
	Local Conservation Authority

SCENARIO	ROLES
<p>The discovery of a jade deposit in a Provincial Park has resulted in mining companies expressing interest in exploring the area in an attempt to gauge its yield potential.</p>	Local MP
	Indigenous Elder
	Mining Company CEO
	Local Hiker
	Provincial Park Warden

SCENARIO	ROLES
<p>In an effort to combat air pollution and promote the use of public transit, a city is lobbying to impose a transit tax that would result in drivers paying more for their gas at the pumps.</p>	Local Mayor
	Gas Station CEO
	Local Transit Employee
	Local Consumer
	Young Environmental Professionals Member

Gaining Perspective on Environmental Issues Research Notes Template



Environmental Concern:	
Perspective to Research:	
Date Accessed	
Source	
URL	
Author	
Date Published	
Notes	
Date Accessed	
Source	
URL	
Author	
Date Published	
Notes	
Date Accessed	
Source	
URL	
Author	
Date Published	
Notes	

Appendix B

Date Accessed	
Source	
URL	
Author	
Date Published	
Notes	
Date Accessed	
Source	
URL	
Author	
Date Published	
Notes	
Date Accessed	
Source	
URL	
Author	
Date Published	
Notes	
Date Accessed	
Source	
URL	
Author	
Date Published	
Notes	

Gaining Perspective on Environmental Issues
References Page Checklist
(APA)



<input type="checkbox"/>	The page title, References, is centered on the page, one inch from the top, in standard 12-point font without effects such as bolding, italics, or underlining.
<input type="checkbox"/>	Margins are set to one inch.
<input type="checkbox"/>	References are listed in alphabetical order.
<input type="checkbox"/>	All lines are double-spaced.
<input type="checkbox"/>	For entries that are more than one line, the hanging indent is used.
<input type="checkbox"/>	Only initials are used for the first and/or second names of authors. There is a space between the initials. e.g., Wells, H. G.
<input type="checkbox"/>	If there are multiple authors they are listed in the same order as they appear in the original source. Commas separate their names, and an ampersand is used before the last one.
<input type="checkbox"/>	Capitalization is applied to only the first word of a title, subtitle, or proper noun in books, journal, newspaper and magazine articles, YouTube or TED talk videos, webpages, and encyclopedia entries.
<input type="checkbox"/>	Capitalization is applied to all major words in journal, magazine, and newspaper titles.
<input type="checkbox"/>	The titles of all stand-alone resources are italicized (journals, books, websites, newspapers, magazines, encyclopedias, dictionaries, blogs).
<input type="checkbox"/>	All hyperlinking is removed from URLs.
<input type="checkbox"/>	Proper punctuation is applied throughout entries.

Gaining Perspective on Environmental Issues Visual-Verbal Essay



A visual-verbal essay combines visuals and words to express your ideas, interpretations, and feelings on a specific theme, unit, or concept. Imagine it to be a magazine spread that is intended to thoroughly engage the reader in your message. While images are the dominant component in most visual-verbal essays, you should work to create a piece wherein text compliments and deepens the audience's understanding of the visuals.

GUIDELINES:

VISUAL

- **Select a range of images (photographs, graphics, illustrations, etc.) that communicate the environmental concern studied and the range of perspectives explored through your research.**
- **Seek to include strong images that evoke an audience response.**

VERBAL

- **Identify content found throughout your research that helps to accurately express the dominant ideas, interests, values, concerns, etc. of each of the perspectives represented in your essay.**
- **Aim to include content from a wide variety of your research sources.**
- **Text may be in the form of quotes, statements, slogans, or single words. They should be short and to the point. Do not write paragraphs.**

COMPOSITION

- **Arrange your visual and verbal components in a thoughtful, creative manner that has a clear focal point and takes into consideration the other elements of composition (symmetry, lines, contrast, pattern, proportion, etc.).**



Gaining Perspective on Environmental Issues

Visual-Verbal Essay Rubric

Achievement Chart	Weight Assigned	Level 4	Level 3	Level 2	Level 1	Below Level 1
Knowledge and Understanding → Focus and purpose → Info and ideas	/10	Work has a strong, clear, and unified focus and purpose. Work presents ideas that are well-researched, and thought provoking.	Work has a clear and unified focus and purpose. Work presents ideas that connect to research and are appropriate and relevant.	Work has some clarity of focus and purpose. Work presents some ideas that have loose connection to research and are appropriate and relevant.	Work has limited clarity of focus and purpose. Work presents limited ideas that are appropriate and relevant.	Work has no trace of a unified focus and purpose. Work presents minimal ideas and information.
Thinking and Inquiry → Quality of images → Connections between images and text	/10	Work shows a high degree of risk taking to include unexpected or unconventional features. Images show excellent thematic insight into the perspectives on the environmental issue studied.	Work shows considerable risks to include unexpected or unconventional features. Images show good insight into the perspectives on the environmental issue studied.	Work shows some risks to include unexpected or unconventional features. Images show some insight into the perspectives on the environmental issue studied.	Work shows a limited degree of risk taking to include unexpected or unconventional features. Images show little insight into the perspectives on the environmental issue studied.	Work shows a minimal degree of risk taking to include unexpected or unconventional features. Images show no insight into the perspectives on the environmental issue studied.
Application → Aesthetic qualities of visual design	/10	Excellent use of many compositional elements to design layout.	Good use of some compositional elements to design layout.	Satisfactory use of compositional elements to design layout.	Little use of compositional elements to design layout.	Minor consideration of layout.
Communication → Text selections → Grammar, spelling, syntax, etc.	/10	Verbal elements show excellent insight, variety, and impact. Applies grammar, spelling, and punctuation with a high degree of accuracy and effectiveness.	Verbal elements show good insight, variety, and impact. Applies grammar, spelling, and punctuation with considerable accuracy and effectiveness.	Verbal elements show some insight, variety, and impact. Applies grammar, spelling, and punctuation with some accuracy and effectiveness.	Verbal elements show little insight, variety, and impact. Applies grammar, spelling, and punctuation with limited accuracy and effectiveness.	Verbal elements lack insight, variety, and impact. Applies grammar, spelling, and punctuation with very little accuracy and effectiveness.

TOTAL

/40