

Alberta Natural Resources Project

Students will research Alberta's primary natural resources and create a presentation in the format of a brochure, using Microsoft Publisher.

Social Studies Outcomes

4.1 Alberta: A Sense of the Land

General Outcome: Students will demonstrate an understanding and appreciation of how elements of physical geography, climate, geology and palaeontology are integral to the landscapes and environment of Alberta.

Specific Outcomes

Values and Attitudes

Students will:

- appreciate how Alberta's fossil heritage contributes to the province's unique character
- appreciate the variety and abundance of natural resources in Alberta
- appreciate how land sustains communities and quality of life
- demonstrate care and concern for the environment through their choices and actions

Knowledge and Understanding

Students will reflect upon the following questions:

- What are the significant natural resources in Alberta and where are they located?
- In what ways do the physical geography and natural resources of a region determine the establishment of communities?
- How are natural resources used by Albertans?
- How do Albertans deal with competing demands on land use?

Skills and Processes for Grade Four

Dimensions of Thinking

4.S.1 Students will develop skills of critical thinking and creative thinking

4.S.3 Students will develop skills of geographic thinking

Research for Deliberative Inquiry

4.S.7 Students will apply the research process

Communication

4.S.8 The students will demonstrate skills of oral, written and visual literacy

4.S.9 The students will develop skills of media literacy

ICT Outcomes

C.1.2.1 – Students will access and retrieve appropriate information from the Internet by using a specific search path or from a given URL

C.2.2.2 – organize information gathered from the Internet by selecting and recording the data in logical files or categories and by communicating effectively through appropriate forms such as reports and multimedia presentations (Publisher)

C.5.2.1 – retrieve data from available storage devices (Live Binder)

F.4.2.1 – recognize that graphics enhance communication

F.6.2.1 – power up and power down various technologies and peripherals correctly

F.6.2.2 – use and organize files and directories

P.1.2.1 – create and revise original text to communicate and demonstrate understanding of forms and techniques

P.1.2.2 – edit and format text to clarify and enhance meaning, using such word processing features as the thesaurus, find/change, text alignment, font size and font style

P.3.2.1 – create a multimedia presentation, incorporating visual images

P.3.2.2 – access available databases for images to support communication

Prerequisite Skills

Prior to these lessons, students have had an opportunity to experiment with Microsoft Publisher. They have been taught to:

- Power up and power down the computer
- select and change the design of a brochure,
- select and change the size and type of font,
- add and manipulate clip art and images from the internet,
- manipulate the size of a picture or text box to fit a given space,
- add a text box
- use Word Art
- save to the hard drive as well as to a USB
- retrieve information from the hard drive and a USB
- access information from a Live Binder

Note: I have deliberately required the students to take notes using paper and pencil from the internet and from their textbooks and other print sources. This is because in my experience, once students are allowed to go directly to the presentation tool (PowerPoint, Publisher, etc) the information gathering process suffers. Therefore, I require that all information is gathered prior to the beginning of the presentation lessons.

The Alberta Resources Lesson

Prior to the introduction of this project, students have completed a study of the six natural geographic regions in Alberta. They have also learned about fossil fuels and about palaeontologists' discoveries of dinosaurs in Alberta.

SMART Board Lesson

Slide #1 – Title page and Lesson objectives

Slide #2 – Soccer Word Guess - the students take turns coming up to the SMART board and guessing letters to discover some of Alberta's most important natural resources.

Slide #3 – Vortex – Students take turns coming up to the SMART board to classify natural resources as renewable or non-renewable

Slide #4 – This slide introduces students to the project. At this time the teacher will hand out a hard copy of the assignment to each student.

Slide #5 - The next slide directs the class to the Live Binder which has been prepared for this project. The teacher directs the students to the different tabs.

Slide #6 – Prior to beginning the research, students will follow a link to "Fact Fragment Frenzy" where they will be taught how to take jot notes.

Research Lessons

This will take a number of class periods to complete. Using the internet Live Binder and textbook sources, students answer the questions which are asked on the paper assignment in point form as they were taught previously. When students feel that they have finished their research, the teacher collects their booklets to ensure that the information is complete and accurately answers the questions asked.

Presentation Lessons

Students work in the Computer Lab to transfer their research notes into a brochure on Microsoft Publisher. While students took notes in point form, they are required to present the brochure in paragraphs.

Celebration

Students print their brochures which can be hung on a bulletin board or a trifold. Students orally present their findings to the class.

Rubrics

Brochure rubrics have been attached to the end of this document.

Name _____

Alberta's Natural Resources

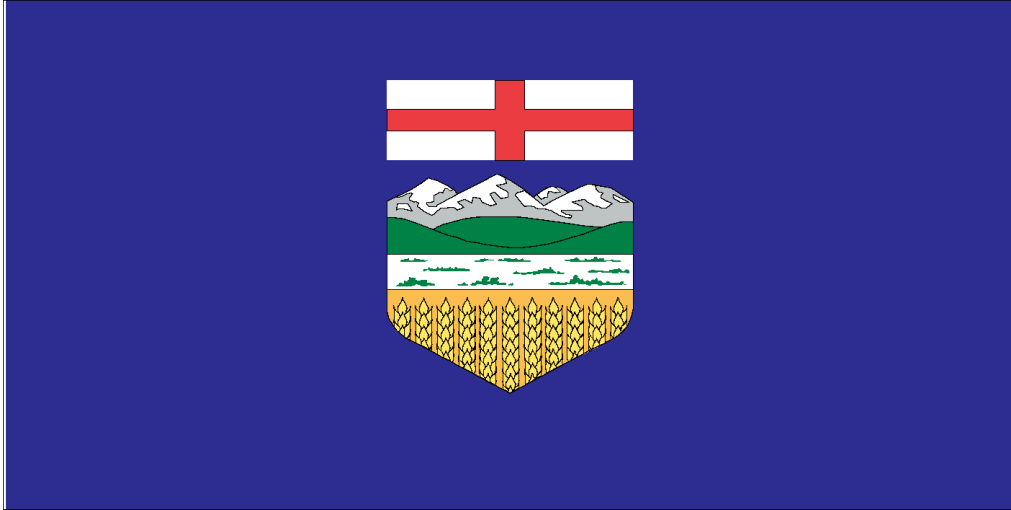


Your assignment is to research four of Alberta's primary Natural Resources. You will then create a brochure to share the information using Microsoft Publisher.

The resources you may choose from are:

- ✓ Coal,
- ✓ Trees,
- ✓ Oil,
- ✓ Natural Gas,
- ✓ Wheat,
- ✓ Another resource of your choice (with your teacher's permission)





Your brochure will be a tri-fold and must contain the following information:

- 1. Title page – includes your name, title, teacher's name and a picture*
 - 2. Map - where are the natural resources found in our province? This map will be drawn by hand and scanned into your digital brochure. Be sure to include a Legend which shows the symbols you have chosen for the resources.*
- The next four pages will be used for the different resources. For each resource, you must answer the following questions. As well, you will need a picture on each page.*

- ✓ What is this resource mainly used for? How are the raw materials changed to the finished product? Who benefits from this finished product?*
- ✓ Is the natural resource renewable or non-renewable? If it is non-renewable, what is being done to conserve the resource? If it is renewable, what is being done to sustain the resource?*
- ✓ What are some of the major communities located near this natural resource? How did these communities come to be?*
- ✓ How is the land shared in areas where other natural resources also exist?*

Name:

Resource #1 is:

What is this resource mainly used for?

How are the raw materials changed to the finished product?

Who benefits from this finished product?

Is the natural resource renewable or non-renewable?

If it is non-renewable, what is being done to conserve the resource? If it is renewable, what is being done to sustain the resource?

What are some of the major communities located near this natural resource?

How did these communities come to be?

How is the land shared in areas where other natural resources also exist?

Resource #2 is:

What is this resource mainly used for?

How are the raw materials changed to the finished product?

Who benefits from this finished product?

Is the natural resource renewable or non-renewable?

If it is non-renewable, what is being done to conserve the resource? If it is renewable, what is being done to sustain the resource?

What are some of the major communities located near this natural resource?

How did these communities come to be?

How is the land shared in areas where other natural resources also exist?

Resource # 3 is:

What is this resource mainly used for?

How are the raw materials changed to the finished product?

Who benefits from this finished product?

Is the natural resource renewable or non-renewable?

If it is non-renewable, what is being done to conserve the resource? If it is renewable, what is being done to sustain the resource?

What are some of the major communities located near this natural resource?

How did these communities come to be?

How is the land shared in areas where other natural resources also exist?

Resource # 4 is:

What is this resource mainly used for?

How are the raw materials changed to the finished product?

Who benefits from this finished product?

Is the natural resource renewable or non-renewable?

If it is non-renewable, what is being done to conserve the resource? If it is renewable, what is being done to sustain the resource?

What are some of the major communities located near this natural resource?

How did these communities come to be?

How is the land shared in areas where other natural resources also exist?

BROCHURE RUBRIC

CATEGORY	4	3	2	1
Content - Accuracy	All facts in the brochure are accurate.	Most of the facts in the brochure are accurate.	Some of the facts in the brochure are accurate.	Few of the facts in the brochure are accurate.
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.
Spelling & Proofreading	No spelling errors remain after one person other than the typist reads and corrects the brochure.	No more than 1 spelling error remains after one person other than the typist reads and corrects the brochure.	No more than 3 spelling errors remain after one person other than the typist reads and corrects the brochure.	Several spelling errors in the brochure.
Sources	Careful and accurate records are kept to document the source of 95-100% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 94-85% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 84-75% of the facts and graphics in the brochure.	Sources are not documented accurately or are not kept on many facts and graphics.
Time Management	Used all time effectively and gave the project an excellent effort.	Usually used time effectively and gave the project very good effort.	Sometimes used time effectively, but needed reminders to stay on task.	Did not use time effectively and put little to no effort into the project.
Map	Legend is complete and resources are placed in the correct locations.	Legend is complete and resources are mostly placed in the correct locations.	Legend is almost complete and resources are sometimes placed in the correct locations.	Legend is incomplete or missing and resources are not placed in the correct locations.