

Natural Resources in Alberta: A Prairie Alphabet CARC Social Studies

Grade Level	4	General Outcome	4.1 Students will demonstrate an understanding and appreciation of how elements of physical geography, climate, geology and paleontology are integral to the landscapes and environment of Alberta.
Time Frame	3 classes	Enduring Understanding (purpose of the lesson)	Students gain a better understanding of natural resources, their locations, and the positive and negative effects of those resources on Albertans.
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Big Idea	What and where are the significant natural resources in Alberta?		
Values and Attitudes Outcomes		Knowledge and Understanding Outcomes	
4.1.1.3 appreciate the variety and abundance of natural resources in Alberta (ER, LPP)		4.1.2 examine, critically, the physical geography of Alberta 4.1.2.4 What are the significant natural resources in Alberta and where are they located? (ER, LPP)	
		Skills and Process Outcomes	
		develop skills of geographic thinking 4.S.3.5 identify the location of sources of non-renewable resources (e.g., fossil fuels, minerals) apply the research process 4.S.7.4 draw and support conclusions, based on information gathered, to answer a research question	

Summative Assessment Strategies	This is an instructional activity and is therefore not summatively assessed.
Introductory Activity/ The Hook	<p>Activity 1: Establishing Background Information</p> <ol style="list-style-type: none"> 1. Through the process of concept attainment student will explore the characteristics of natural resources. As a large group or in smaller groups, give students two lists of resources, one which is natural resources and one which is not. Do not tell them which is which. Have students identify the common characteristics of items in each list. 2. Once students have established common characteristics, add more resources and ask students to which list each belongs. These are the testers to ensure they understand the meaning of natural resources. 3. Establish criteria for natural resources, e.g., <ul style="list-style-type: none"> • Occur naturally • Found in environment undisturbed by people • Raw materials
Teaching/ Learning Strategies and Activities	<p>Activity 2: A Prairie Alphabet</p> <ol style="list-style-type: none"> 4. Read the story A Prairie Alphabet to students showing the illustrations. Ask students if they think the pages include accurate representations of life in the prairies. Have them give reasons for their opinions. 5. Post images from various areas of Alberta around the room. Students walk around the room and identify natural resources by adding sticky notes on the pictures. 6. Teacher posts the sticky notes identifying the natural resources. Discuss if each is a natural resource and separate those that are not from those that are. <p>Activity 3: Effects of Natural Resources</p> <ol style="list-style-type: none"> 7. Either as a class or in small groups, students discuss the location of the natural resources in Alberta and the effects of various natural resources on the life of Albertans. This can simply be a group discussion or groups can be assigned a few of the natural resources to analyse. Using a placemat activity to first brainstorm the effects of their assigned resource, students can then come to a consensus on the effects and write them in the middle of the placemat. Alternatively, have students decide on the most common/useful resources in Alberta. 8. Students share their findings with the class. <p>Activity 4: Flip Book of Resources</p> <ol style="list-style-type: none"> 9. Show students several examples of flip books. Ask students to describe what each book has in common with the others. Use these common characteristics to determine criteria for a flip book.

	<p>10. Students choose one of the natural resources and draw the resource and the effects of that resource in a flip book format illustrating its positive or negative effect on life in the Alberta prairies.</p> <p>11. Alternatively, students each choose three of the natural resources, draw a picture of each resource and write a sentence for each with evidence which answers the question: Does the natural resource have a positive or negative effect on the life of Albertans on the Prairies? Students must give evidence to support their conclusion.</p> <p>12. Students share their flip books/pictures with the class. As students share their books/pictures, have students add a symbol of the natural resource presented to an individual map of Alberta at the locations where they are found. Have students also add the symbol to a legend at the bottom of the map.</p>
Resources	Moore, Y. and Gannatyne-Cugnet, J. (1992). <i>A Prairie Alphabet</i> . Tundra books, Ont.

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