



LEARNING INQUIRIES

FROM HERE TO THERE

TIME: 60 MINUTES MINIMUM

DEVELOPED BY: JONATHAN BOONE



OVERVIEW/FOCUS QUESTION

Using the Canadian Geographic Education Energy Production and Transmission [Giant Floor Map](#), students will become familiar with the production and distribution of energy in Canada.

SUBJECT/TOPIC

ENERGY RESOURCES

GRADE LEVEL

10-12

(adaptable to younger grades)

LEARNING GOALS

Students will learn about energy production and distribution in Canada.

MATERIALS NEEDED

- Canadian Geographic Education Energy Production and Transmission Giant Floor Map
- Internet access and electronic devices

HUMAN GEOGRAPHY 12 BIG IDEAS

1. Demographic patterns and population distribution are influenced by physical features and natural resources.
2. Human activities alter landscapes in a variety of ways.

HUMAN GEOGRAPHY 12 LEARNING STANDARDS

CONTENT

Students are expected to know the following:

- demographic patterns of growth, decline, and movement
- relationships between cultural traits, use of physical space, and impacts on the environment
- relationship between Indigenous Peoples and the environment
- industrialization, trade, and natural resource demands
- factors behind increased urbanization and its influence on societies and environments
- relationships between natural resources and patterns of population settlement and economic development

CURRICULAR COMPETENCIES

1. Use geographic inquiry processes and skills to ask questions; gather, interpret, and analyze data and ideas; and communicate findings and decisions.
2. Evaluate how particular geographic actions or events influence human practices or outcomes (geographical value judgments).
3. Identify and assess how human and environmental factors and events influence each other (interactions and associations).
4. Make reasoned ethical judgments about controversial actions in the past or present, and determine whether we have a responsibility to respond (geographical value judgments).

STUDENT LEARNING ACTIVITIES

1. Use the Giant Floor Map to generate student interest in the topic of energy production and distribution.

2. Have students pick a location in Canada they would like to visit one day.

Note: To generate interest and to encourage exploration, encourage students to choose a location they have not yet visited within Canada.

3. Use the Giant Floor Map to become familiar with what type of energy is produced in this location.

A. Students will use the information on the map and online research to create individual “Energy Overview” visual presentations of this location:

According to the Five W+H model:

- a) Who owns/distributes the energy for this location?
- b) What type of energy do they consume there?
- c) Where does this energy come from?
- d) When was this energy first developed in this community?
- e) Why is this form of energy being used?
- f) How does it reach this community?

According to the five themes of geography:

- 1) Location
- 2) Place
- 3) Human-Environment
- 4) Movement
- 5) Region

Note: Include the Indigenous Peoples, territory, and place name for this same location.

B. **Extension Option:** Determine the most reasonable means and costs of getting yourself from your doorstep to this particular community.

MODIFICATIONS AND ADAPTATIONS

To be determined as per individual student IEPs. Suggestions include limiting student choices to their own city/village or choosing a major Canadian city.

ASSESSMENT: See rubric below

Human Geography 12

Grade Rubric for Assignment: From Here to There

Student Name: _____

Use this rubric to format and guide the creation and delivery of your research assignment. A separate copy of this rubric will be provided to you to self-evaluate as well.

	NOT YET MEETING EXPECTATIONS	DEVELOPING EXPECTATIONS	MEETING EXPECTATIONS	EXCEEDING EXPECTATIONS
	1	2	3	4
Content Are all areas of investigation and research in the assignment met?				
Information Are your research findings accurate and reflect reality?				

	NOT YET MEETING EXPECTATIONS	DEVELOPING EXPECTATIONS	MEETING EXPECTATIONS	EXCEEDING EXPECTATIONS
	1	2	3	4
<p>Organization Does the order of research findings make sense and allow the presentation to flow?</p>				
<p>Mechanics Are there errors in spelling, grammar, or punctuation that impede the presentation?</p>				
<p>Presentation Was there eye contact, good voice tempo, and enunciation? Do you engage your audience as you speak?</p>				
<p>Visuals Does your presentation contain helpful visuals and images?</p>				