

Geography of Canada

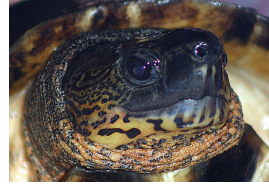
Grade 9 Academic & Applied

CGC1D/CGC1P



**CANADIAN ORGANIZATION FOR TROPICAL
EDUCATION AND RAINFOREST CONSERVATION**

ISBN 0-9811799



Activity – Design a Sea Turtle Pamphlet

Ontario Curriculum Expectations

Specific Expectations

Understanding Concepts

By the end of the course, students will

SSI.01B - demonstrate an understanding of the terms and concepts associated with regions (e.g., bioregion, ecozone, ecological footprint, boundaries, transition zone, ecumene);

SSI.02B - demonstrate an understanding of the characteristics of natural systems (e.g., climate, and forms, soils, natural vegetation, wildlife);

SSI.03B - demonstrate an understanding of how natural and human systems interact within ecozones;

Human-Environment Interactions

Overall Expectations

By the end of the course, students will:

HEV.01D - analyse the ways in which natural systems interact with human systems, then make predictions about the outcomes of these interactions;

Classroom Resources Required for Activity/Lesson:

Activity Handout (photocopies for the class),
Evaluation Rubric

Assessment Strategy

Diagnostic Assessment – addressing class questions & concerns about material
Formative Assessment - examining research materials & pamphlet rough sketches

Evaluation

Summative Evaluation – submitted pamphlets are evaluated using the poster rubric, students must be able to address questions posed about their pamphlet

Activity/Lesson Plan Sequence

-Begin the lesson by distributing the student handouts and the evaluation rubric

-Assign a due date (approximately one to two weeks from the handout distribution date)

-Students can work individually or in pairs. You may decide to assign species of sea turtle to the students randomly (e.g. draw for the name) or to allow them to conduct research about various species of sea turtle. Some possibilities include:

Hawksbill sea turtle, Green sea turtle, Leatherback sea turtle, Loggerhead sea turtle, Flatback sea turtle, Olive Ridley sea turtle, Kemp’s Ridley sea turtle

-Address any questions posed by the students

-If time permits, a library research period would allow students to conduct independent research on their particular sea turtle.

Homework/Class Reminders: Complete a rough sketch of the pamphlet, begin research



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Design a Sea Turtle Pamphlet

Save Sea Turtles!

Name: _____

Assignment Due Date: _____

Time is running out. Sea turtles from around the world are facing a habitat crisis. Increased development, climate change, hunting and pollution are hurting these beautiful creatures. It is your job to help them by designing an inspirational pamphlet to get the word out. The sea turtles do not have a voice to speak for themselves, so it is up to you to speak for them!

Pamphlet Design:

1. Be creative and compelling. How would you feel if your home was slowly disappearing before your eyes? Think from the sea turtle's perspective. Use colour and illustrations to analyse what is happening to sea turtles around the world.
2. Describe, using proper geographic terms, where your sea turtle is found (e.g. ecozone, climate, habitat, etc.).
3. What does your turtle need to survive (what does it eat, where does it reproduce, etc.)
4. How do humans impact or interact with the turtle's ecozone? Are these interactions helpful or harmful to the turtle?
5. Make future predictions about human-turtle interactions in the ecozone.
6. What can be done to help the turtle?

In addition to making your pamphlet, you must be prepared to address any questions that your teacher may pose about the information or organization of your assignment. **Properly reference any information sources or illustrations used.**

Good Luck!

***Please note that the clip art present is from Microsoft Word.*



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Save Sea Turtles! Pamphlet Evaluation Rubric

Criteria	Level 4	Level 3	Level 2	Level 1
Knowledge	Student(s) can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure.	Student(s) can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Student(s) can accurately answer some questions related to facts in the brochure and to technical processes used to create the brochure.	Student(s) have little knowledge about the facts or technical processes used in the brochure.
	All facts in the brochure are accurate.	90-99% of the facts in the brochure are accurate.	80-89% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
Communication	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's format and organization of material confuse the reader.
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 85-94% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 75-84% of the facts and graphics in the brochure.	Sources are not documented accurately or are not kept on many facts and graphics.

Source: Rubric from Rubistar: <http://rubistar.4teachers.org/index.php>



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Activity – Sea Turtle Research & Presentation Project

Ontario Curriculum Expectations

Specific Expectations

Understanding Concepts

By the end of the course, students will

SSI.02B-demonstrate an understanding of the characteristics of natural systems (e.g., climate, landforms, soils, natural vegetation, wildlife);

SSI.03B-demonstrate an understanding of how natural and human systems interact within ecozones;

Human-Environment Interactions

Overall Expectations

By the end of the course, students will:

HEV.01D-analyse the ways in which natural systems interact with human systems, then make predictions about the outcomes of these interactions;

Specific Expectations

Understanding Concepts

By the end of the course, students will:

HEI.02B-demonstrate an understanding of how human activities (e.g., agricultural and urban development, waste management, parks development, forest harvesting, land reclamation) affect the environment;

HEI.03B-demonstrate an understanding of how natural systems (e.g., climate, soils, landforms, natural vegetation, wildlife) influence cultural and economic activities (e.g., recreation, transportation, employment opportunities);

Methods of Geographic Inquiry

Developing and Practising Skills

By the end of the course, students will:

MI2.01D-use geographic terms correctly in written and oral communication (e.g., location, place, region, pattern, urban, suburban, rural, wilderness);

MI2.02B-develop and use appropriate questions to define a topic, problem, or issue, and use these questions to focus a geographic inquiry;

MI2.03D-locate and use effectively geographic material from primary sources (e.g., field research, surveys, interviews) and secondary sources (e.g., mainstream and alternative media,

CD-ROMs, Internet) to research a geographic issue;

Activity/Lesson:

Activity Handout (photocopies for the class), Evaluation Rubric

Assessment Strategy

Diagnostic Assessment – addressing class questions & concerns about material

Formative Assessment - examining research materials at set check points

Evaluation

Summative Evaluation – Presentations are evaluated using rubric

Activity/Lesson Plan Sequence

-Assemble students into groups of three to four

-Assign each group one the following sea turtles found in the Caribbean:

Green Sea Turtle, Leatherback Sea Turtle, Hawksbill Sea Turtle, Loggerhead Sea Turtle, Olive Ridley Sea Turtle, Flatback Sea Turtle, Kemp's Ridley Sea Turtle

-Read out loud the handout and assign a due date for the presentations

-Assign Formative Assessment Checkpoints to examine student group progress with project

-You may decide to designate one or more library research periods

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Sea Turtle Presentation Project

Name: _____

Group Members: _____

Sea Turtle: _____

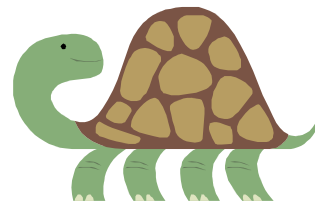
Presentation Due Date: _____

Sea turtles are one of the most fascinating and beautiful creatures found in the ocean. In many parts of Central America, sea turtles come ashore to nest on beaches. You will prepare a well-researched presentation for your class about your assigned sea turtle. The following research aspects must be incorporated:

1. A detailed ecological description of your sea turtle and its habitat using proper geographic terms
2. How do humans impact your sea turtle's range/habitat?
3. What are the outcomes of human-sea turtle interactions? Can they be minimized?
4. What is the economic value of your sea turtle? For example, is the turtle hunted for food? Is it used for some other purpose? Does ecotourism revolve around your sea turtle? Can the presence of this turtle somehow create employment?
5. Your research information must come from at least one **primary data source** and at least two **secondary data sources**.
6. Your presentation will be evaluated for proper vocabulary, detailed information and creative approach.
7. Your group must also prepare a one page summary about your sea turtle (include your references, highlight the one primary data source).

Good luck and have fun!!

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Sea Turtle Presentation Project Evaluation Rubric

Criteria	Level 4	Level 3	Level 2	Level 1
Knowledge	Shows a full understanding of the topic. Presentation is very creative.	Shows a good understanding of the topic. Creativity evident.	Shows a good understanding of parts of the topic. Some creativity is evident.	Does not seem to understand the topic very well. Presentation is lacking creativity.
	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
Communication	Speaks clearly and distinctly all (95-100%) the time, and no mispronunciations.	Speaks clearly and distinctly all (95-100%) the time, but mispronounces some words.	Speaks clearly and distinctly most (85-94%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces a number of words.
	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
	Presentation is 5-6 minutes long. More than two primary & secondary data sources included	Presentation is 4 minutes long. One primary and two secondary data sources included	Presentation is 3 minutes long. One primary and one secondary data source	Presentation is less than 3 minutes OR more than 6 minutes. One primary or secondary data source

Source: Rubric Adapted from Rubistar: <http://rubistar.4teachers.org/index.php>



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