



LEARNING INQUIRIES

ENERGY DEVELOPMENT IN CANADA

TIME: 75 MINUTES

DEVELOPED BY: PETER MURPHY



OVERVIEW/FOCUS QUESTION

This classroom activity is designed to help students determine importance and clarify their values on significant topics within Canadian society. Students will be asked to use three separate sources of information to learn about: the Trans Mountain Pipeline Expansion Project. Students will think critically about each source of information and then synthesize the knowledge they gain to formulate and articulate their opinion on the subject.

SUBJECT/TOPIC

**CITIZENSHIP EDUCATION,
UNDERSTANDING POLITICAL AND CIVIC
IMPORTANCE, DETERMINING VALUES**

GRADE LEVEL

SECONDARY LEVEL (GRADE 9)

LESSON IMPLEMENTATION

Begin with a class discussion about energy. Have students activate their prior knowledge about energy development in Canada. Ask them to explain where they are getting their information from (e.g., social media, their parents, reading the news). Ask them if they consider their source of information to be accurate and to identify any biases these sources may have.

Ask students to write at least three items in each of the first two columns of a KWL chart about energy production in Canada.

Then, shift the class discussion to the topic of climate change. What do the students know about climate change? What are their sources of information? Complete a similar KWL chart on climate change. Again, ask them to reflect on the credibility and biases of their information sources.

Place students in small groups and ask each group to compare and contrast the need for energy use and development with the need to combat climate change. How do Canadians value each of these issues and how do we, as a society, need to balance the two? Why is there so much debate about these two topics and what can we do about each?

Ask students to explain what they know about the Trans Mountain Pipeline expansion. Remind students that the government of Canada now owns the pipeline and will decide the future of this project.

Now, have the students review three websites on the topic of the Trans Mountain Pipeline expansion.

- <https://canadians.org/trans-mountain>
- <https://www.transmountain.com/project-overview>
- <https://www.ctvnews.ca/business/trans-mountain-pipeline-expansion-five-things-to-know-about-the-project-1.4470026>

For each website, have the students complete a bias evaluation sheet. How does knowing the specific bias of each source influence how you should approach the information provided?

For each website, have students list 10 facts about the Trans Mountain Pipeline.

Once finished, students should use their facts, along with their previous knowledge, to write a persuasive essay on the Trans Mountain Pipeline expansion. This essay should include five paragraphs: an introduction, two body paragraphs where the student will use their knowledge and values to explain what they believe should be done about this project, one body paragraph that acknowledges the opinions of those on the opposite side of this issue and explains why the arguments raised by the other side of the issue are not as meaningful to the student as the side they have chosen to support, and a concluding paragraph.

Assessment for learning may be completed through the KWL sheets and/or through the research fact sheets from each website.

ASSESSMENT

Assessment of learning may be completed by marking the final essay.

EXTEND YOUR GEOGRAPHICAL THINKING

Have the students engage in a debate on this topic. Send student essays to your member of Parliament.

STUDENT ACTIVITY SHEETS

KWL CHART: ENERGY PRODUCTION IN CANADA

In the first column, write what you already know about the topic (three items minimum).

In the second column, write what you want to know about the topic (three items minimum).

After you have completed this class activity, write what you learned in the third column.

WHAT I KNOW NOW	WHAT I WANT TO KNOW	WHAT I LEARNED

KWL CHART: CLIMATE CHANGE IN CANADA

In the first column, write what you already know about the topic (three items minimum).

In the second column, write what you want to know about the topic (three items minimum).

After you have completed this class activity, write what you learned in the third column.

WHAT I KNOW NOW	WHAT I WANT TO KNOW	WHAT I LEARNED

WEBSITE BIAS EVALUATION SHEET: ABCD EVALUATION CHECKLIST

ABCD: A = Author; B = Bias; C = Content; D = Date

Author	<p>Who generated this information?</p> <p>What qualifications, credentials, or experience makes them an expert on this topic?</p> <p>Who or what organization is the publisher, sponsor, or source?</p>
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Bias	<p>Does the information presented cover all sides of the topic in a neutral and objective manner? Or is it clearly a pro or con position?</p> <p>If so, does it seem fair to both perspectives?</p> <p>Is there any emotional content?</p> <p>What is the purpose of this information?</p>
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<p>Content</p>	<p>Is the information organized?</p> <p>Is it reasonable and logical?</p> <p>Is the readership level simple or highly technical?</p> <p>Does the information match up with what you've been finding from other sources?</p> <p>Are claims supported with evidence?</p> <p>Is there a reference list of sources used?</p>
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<p>Date</p>	<p>Is there a date showing when the information was published, updated, or revised?</p> <p>Has the information become outdated?</p>
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Your assessment of the credibility of this source: High Medium Low

Your reasoning:

FACT SHEET: TRANS MOUNTAIN PIPELINE EXPANSION

Source: <https://canadians.org/trans-mountain>

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FACT SHEET: TRANS MOUNTAIN PIPELINE EXPANSION

Source: <https://www.transmountain.com/project-overview>

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