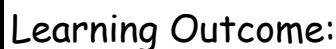


Should the Northern Gateway pipeline be approved?

- I can form an opinion and support it with my reasons.
- I can listen to information from various perspectives to help me form my opinion.
- I can understand why Aboriginal people have a voice in the decision



- Analyse how BC's living and non-living resources are used
- Identify methods of extracting or harvesting and processing BC's resources
- Analyse how the Aboriginal concept of interconnectedness of the environment is reflected in responsibility for and caretaking of resources
- Describe potential environmental impacts of using BC's living and nonliving resources (*collect relevant data and coherently articulate various points of view on a local resource issue in BC*)

- Apply critical thinking skills to a range of problems and issues
- Use maps and timelines to locate, interpret, and represent major physical, political and economic features of BC and Canada
- Defend a position on a selected topic (i.e. resource use)
- Analyse the relationship between the economic development of communities and their available resource

1. Various youtube clips, see following pages
2. Article see following pages for background knowledge
3. Four Corners Strategy
4. Transformed Thinking Strategy Sheet
5. Thinking Sheet: What do you know about the Northern Gateway Pipeline?

1. Set Learning Intention, Essential Understanding. (optional: can do Traffic Light at this time)
2. Discuss the Essential Questions—How are we in our community and culture connected to our environment? Mentioned the other 2 as well as big picture questions to keep in mind while doing this study.
3. Discussed the pipeline in general, where it is, discussed the hearings that are taking place, 43 First Nations had to be consulted, 4300 people were signed up to talk, the route, Great Bear Rain Forest
4. Students can be filling out the thinking sheet: What do you know about the Northern Gateway Pipeling? (Student response)
5. Students choose a corner "Strongly Agree", "Agree", "Strongly Disagree", or "Disagree" in response to "Should the Northern Gateway Pipeline be approved?"
6. Students can chat to others in their corner about why they chose it (3 mins) Give freedom to move around once they hear other's opinions...
7. Students report out to larger group why they are in that specific corner. Back up their choice.
8. Viewed "Canada's Oil Sands: Come see for yourself", (What corner would the people who made this video stand in?)
9. Discussed importance of jobs and how many people were going to work in Alberta in jobs connected to oil (or other resources), what it might be like to be without a job.
10. Students record "First Thoughts" on Transforming thoughts worksheet. "Should the Northern Gateway Pipeline be approved?"

Essential Understanding

How are we in our community and culture
connected to our environment?

Is it important to learn about other cultures?

Why might it be important to learn about the
Aboriginal perspective of environmental issues.

Why is it important to learn about other cultures.

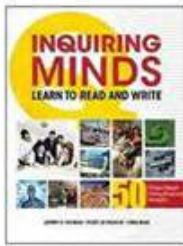
Grade 4/5 examples..

- . You might learn a new group from your culture
- . You could bring back things that have disappeared—ways of living.
- . How did things used to be done
- . Might learn a new language
- . To get along with each other
- . Tools are different now
- . Different species and plant types
- . You learn about your own culture....



Our Learning Intention:

- . I can form an opinion and support it with my reasons.
- . I can listen to information from various perspectives to help me form my opinion.
- . I can understand why Aboriginal people have a voice in the decision.



Four Corners

from J. D. Wilhelm's Inquiring Minds
Learn to Read and Write

This is a "Where do I stand?" strategy. When dealing with an issue such as recycling, reducing, reusing or rethinking, students can walk to a corner to create a response to a statement.

e.g. the need to recycle paper in our school system

Corner 1: agree	Corner 2: strongly agree
Corner 3: disagree	Corner 4: strongly disagree

Corner 1: There is a need to recycle all the paper we use in schools.

Corner 2: it is essential that we recycle all the paper we use in schools. Why wouldn't we do that for our planet?

Corner 3: It takes a lot of time and energy to recycle all the paper we use in schools. Maybe there's a way to do some of it, but not all.

Corner 4: What's the matter with throwing used paper in the garbage? It will decompose after a while, so I don't see the point.

Corner 1:
agree

Corner 2:
strongly agree

Corner 3:
disagree

Corner 4:
strongly disagree

Question:

Do you think the Northern Gateway oil pipeline be approved?

Corner 1:

agree

Corner 2:

strongly agree

Corner 3:

disagree

Corner 4:

strongly disagree

Should the Northern Gateway oil pipeline be approved?

January 10, 2012 4:10 PM | [Read 360comments360](#)
By [Community Team](#)



Calgary-based Enbridge wants to build a pipeline that would carry heavy bitumen to Kitimat, B.C., from Bruderheim, Alta. (Enbridge)

[Public hearings concerning the Northern Gateway oil pipeline](#) from the Edmonton region to the B.C. coast began Tuesday in the First Nations community of Kitimaat Village, B.C.

More than 4,300 individuals and groups have signed up to speak at the hearings, which are being conducted by a federal review panel and are expected to last until 2013.

The \$5.5-billion project linking Bruderheim, Alta., to Kitimat, B.C., has long been a source of controversy. Opponents argue an oil spill is inevitable, while supporters tout the pipeline's promises of boosting Canada's gross domestic product by as much as \$270 billion.

Aboriginals across British Columbia have vowed to fight the pipeline, saying it infringes on their traditional territories and the threat of an oil spill on land or along the coast threatens their lifestyle.

Prime Minister Stephen [Harper said in November](#) the pipeline will help Canada "increase its efforts to make sure it can supply its energy outside of the United States and into Asia in particular." (Currently, all of Canada's oil and gas exports currently go south of the border.)

Should the proposed Alberta-B.C. oil pipeline go ahead? Why or why not? Are environmental risks an appropriate trade-off for opening up new markets for Canada's petroleum? Let us know what you think.

B.C.'s Great Bear Rainforest

A Global Treasure



-  **Logged Areas / Second Growth**
-  **Remaining Ancient Forest**
-  **Protected from Logging**
(9 million hectares in Conservancies and Biodiversity Areas on the Central and North Coast)
-  **Ecosystem Based Management**
(A new approach to more sustainable, lighter touch forestry.)



SIERRA
CLUB
BC

GREENPEACE

FOREST ETHICS

Pipeline Route video

<http://www.northerngateway.ca/project-details/route-map/>



Map can be found on Northern Gateway Project Website:

<http://www.northerngateway.ca>

Video Clips

Tar Sands to Tankers (10 Minutes)

<http://www.youtube.com/watch?v=mH5uiApHAKI&feature=youtu.be>

Oil in Eden (16 minutes)

<http://www.youtube.com/watch?v=aO4s4P7eFk4>

Canada's Oil Sands: Come see for Yourself (7 minutes)

<http://www.youtube.com/watch?v=yHGD1N-Vix4&feature=related>

Aboriginal Concerns

<http://www.vancouver.sun.com/news/Pipeline+hearings+Native+groups+want+money+environmental+assurances/6080515/story.html>



Transforming

This BLM from Adrienne Gear can be used over a series of lessons. Have students write down their thinking about a topic, big idea, essential unit question, before you start and then after each main part of unit or learning activity. Then finally have them reflect on how their thinking has changed from beginning to end.



Transforming our Thinking



Name: _____

Should the Northern Gateway Pipeline be Approved?

My first thoughts....

On second thought...

On third thought...

My transformed thinking....