

Name: _____

Date: _____

Geography Natural Resources: Synthesizing What We Know

Over the past few weeks, we have been learning about Natural Resources in our environment, and have been exploring the question, “Where do we find resources on Earth, and are there enough?”

In our exploration, we have asked:

- What are the different types of resources available to us?
- How has technology affected how we use natural resources?
- How can we predict whether or not resources will be available in the future?

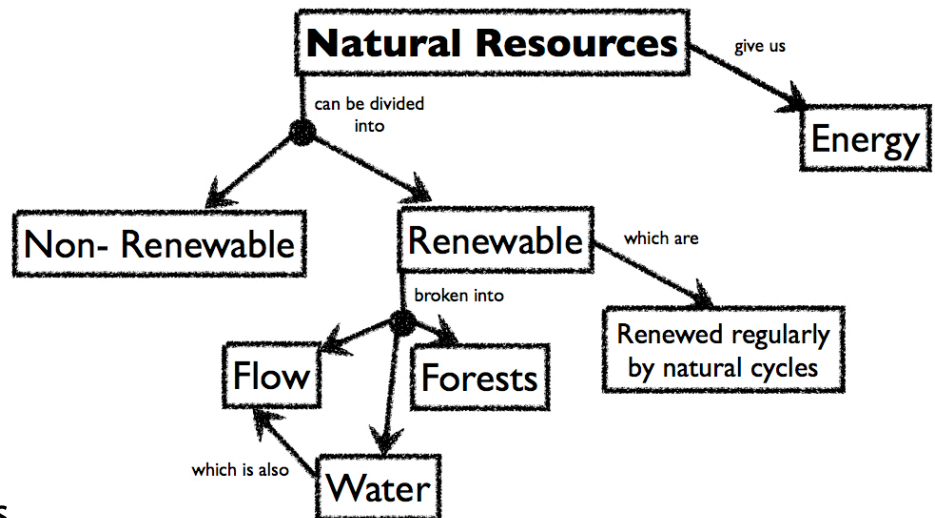
On _____ you will complete a final unit test. Over this week, you will be tasked with designing:

A) CONCEPT MAP

A concept map is a way of organizing our ideas in a way that synthesizes important information, makes deep connections and encourages critical thinking. Using what you have learned from this unit and your resources (handouts and the class website) you will make a concept map that reviews all of the key concepts, facts, and questions we have explored this unit.

Make sure your concept map demonstrates deep thinking, is clear and is creative. Use the examples provided to you in class to guide your thinking.

Concept Maps have linking words that show the connections between concepts.



B) TWO THINKING QUESTIONS

On your test, there will be a “Thinking” section. You will be asked to design two thinking questions that could be included on the test.

Critical thinking questions should:

- Allow your classmates to come up with their own opinions, using information we have learned
- Provide reasons or examples to support their opinions
- Make connections between different concepts, facts and examples

Your thinking questions must encourage your classmates to make connections about what they have learned and should allow for deep ideas.

Consider the sample questions below to guide your thinking:

- Do you support the development of the oil sands in Alberta? Why or why not?
- Which natural resource is the most sustainable and useful in Canada? Justify.
- What is the biggest difference between how we use resources today and how we used them in the past. Consider how technology has changed in your explanation

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Concept Map Rubric

Success Criteria (we will create this together in class):

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Expectation	Level One	Level Two	Level Three	Level Four
Understands and Explains Background Knowledge on Natural Resources	Knowledge is limited; several concepts are not mentioned or explained.	Knowledge is adequate; some concepts are mentioned and not explained (5-10 concepts)	Knowledge of themes is good; most concepts are mentioned and explained (10-15 concepts).	Knowledge of themes is excellent; almost/ all concepts are mentioned and explained (15-20 concepts).
Use of planning skills (e.g., focusing research, gathering information, setting goals)	No evidence of planning skills. Research is unfocused, limited information, deadlines not met.	Some evidence of planning skills. Research is somewhat focused, adequate information, some deadlines met.	Good evidence of planning skills. Research is focused, good information, most deadlines met.	Excellent evidence of planning skills. Research is very focused, detailed information, all deadlines met.
Use of critical/ creative thinking processes	No evidence of critical thinking or synthesizing (restating others' ideas).	Some evidence of critical thinking/ synthesizing (some original ideas).	Evidence of critical thinking/ synthesizing evident (many original ideas).	Great evidence of critical thinking/ synthesizing (creative, unique ideas).
Expression and organization of ideas and information	Unclear expression, no logical organization of ideas.	Somewhat clear expression, some logical organization of ideas.	Clear expression, logical organization of ideas.	Very clear expression, explicitly logical organization of ideas.
Making connections within and between various contexts	No evidence of clear connections.	Some connections (2-3) between past, present, and future; environmental; social; cultural; spatial; personal; multidisciplinary.	Connections (3-4) between past, present, and future; environmental; social; cultural; spatial; personal; multidisciplinary.	Several connections (5+) between past, present, and future; environmental; social; cultural; spatial; personal; multidisciplinary.