Unit 7 Name:

Date:

7-3: Choice Board Unit 7

Complete the items of your choice below that add up to 10 Points.

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| **3 Points – Cartoon**  Construct a 3-6 frame cartoon to show how lives have changed in the Arctic region. You may present the change from an Inuit or other point of view.   * What were lives like initially? * What significant events changed their lives? * What are lives like now?   /10 marks | **4 Points – Proposal**  Imagine you were a mineral explorer. Write a proposal for developing a resource such as diamonds or oil and creating jobs in the Arctic region. (Use information from an established mine such as Jericho diamond mine.)   * Identify the resource. * Provide background information about why you should develop the resource. * Identify the location of the resource. * Consider who, when, and how for example: what buildings will you need to build? Who will be involved in working in your industry? When will you begin work? How many people will you employ? * End with how you are going to minimize environmental impact (consider pollution and permafrost).   Resources: p. 206, 208, 212, 214-215 and current news  /10 marks | **3 Points – Web Design**  Construct an on-paper webpage encouraging tourists to travel to the Arctic region. Showcase the scenery, culture, and unique features of the Arctic.  /5 mark |
| **2 Points – Mapping**  Where did the explorers travel? Show the journeys of   * Henry Hudson * Sir John Franklin   as they relate to the Arctic region on a map.  /6 marks | **5 Points – Diary Entries**  Imagine you are a scientist working at an Artic research centre. Or, imagine you are an Inuit hunter.  How does climate affect your lifestyle in the Arctic region?   * Consider the cold climate and its effect on people and animals. * Consider climate change and its effect on people and animals.   /10 marks | **2 Points – Pie Graph**  Show which countries have claimed land in the Arctic and how much by constructing a pie chart.  Include:   * Russia * Canada * America * Iceland * Norway * Denmark * Other   Some helpful sources:   * <https://www.economist.com/news/international/21636756-denmark-claims-north-pole-frozen-conflict> * [https://www.wired.com/2010/09/seafloor-sunday-73-territorial-disputes-in-the-arctic-ocean/](%09https://www.wired.com/2010/09/seafloor-sunday-73-territorial-disputes-in-the-arctic-ocean/) * <https://www.pinterest.com/pin/96334879506788868/> (40 maps that explain the world) * <http://econintersect.com/wordpress/?p=25062> * <https://eurasiangeopolitics.com/arctic-maps/>   /7 marks |
| **1 Point – Timeline**  Construct a timeline of ten significant events that have changed the Arctic region.  /5 marks | **3 Points – Newsletter**  Construct a newsletter about the whaling industry and fur trade in the Arctic.   * Include significant location(s) on a map. * Describe what happened to the animals and people. * Explain why the whaling industry (1605-1905) and fur trade (1920-1970) were important to the Inuit. * Why did the whaling industry end and the fox fur trade decrease? * What happened to the people?   Resources: p. 206; <http://www.thecanadianencyclopedia.ca/en/article/whaling/>  <http://www.historymuseum.ca/cmc/exhibitions/aborig/fp/fpz3a_1e.shtml>  <http://www.arcticdefenders.ca/archive/trapping.html>  <http://www.cen.ulaval.ca/bylot/inuitknowledge-foxes.htm>  /10 marks | **1 Point – Explanation**  How did the whaling industry bring NWMP officers to the Arctic Region?  <http://www.nwttimeline.ca/1900/NWMP_1903.html>  /2 marks |

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| Written Response (Diary/Newsletter/Cartoon/Webpage) Arctic Region Rubric |

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| Criteria | Excellent  5 | | Proficient  4 | Satisfactory  3 | Limited  2 |
| **Content /5** | * I developed *insightful* ideas with *perceptive* information about landforms, natural resources, climate and people and history. * I used *precise* details. | | * I developed *thoughtful* ideas with *reasonable* information about landforms, natural resources, climate and people and history * I used *logical* details. | * I developed *appropriate* ideas with *basic* information about landforms, natural resources, climate and people and history. * I used *general* details. | * I *underdeveloped superficial* ideas with *limited* information about landforms, natural resources, climate and people and history. * I used *vague* details. |
| **Presentation /5** | * I communicated *effectively* and *accurately*. | | * I communicated *thoughtfully* with *few* errors. | * I communicated *clearly* with *some* errors. | * I communicated *ineffectively* with *many* errors. |
| **Insufficient** | Your attempt to respond is *insufficient*. **Contact your teacher** to discuss suggestions for improvement. | | | | |
| **Total: /10** | | | | | |
| **Assessment** | | **Areas of Strength:** | | | |
| **Target for Improvement:** | | | |

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**Overall Total: /? Will depend on student choice**

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