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%3A//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 | Excellent5 | Proficient4 | Satisfactory3 | Limited2 |
|  **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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