

## Great Bear Rainforest Activity Plan

# How can we best understand the multiple economic, social, political, and environmental (ESPN) perspectives related to the Great Bear Rainforest?

In this activity, students are provided a framework of guided inquiry to learn how to dig deep into and think critically about any topic.

## Learning Objectives

Students will:

- Understand how to think like a social scientist
- Apply the social scientist framework [Economic, Social, Political, and Environmental (ESPN)] to a topic relevant to the Great Bear Rainforest (sustainability, logging, mining, conservation, etc.)
- Identify the different perspectives of the social science frame
- Assess the significance of these varying perspectives in relation to an issue/topic through answering the Geographer's Questions (What? Where? Why there? Why care?)

## Preparing for the Activity Plan

- This activity will require a minimum of one to two 60-minute classes.
- Read the background information and preview the videos and websites.

## Materials

- computer and projector
- student computers / tablets/ devices
- access to the Internet
- Blackline Master 1: Thinking Like a Social Scientist Graphic Organizer

# Background Information and Resources

If you are unfamiliar with the ESPN (Economic, Social, Political, and Environmental) framework, read through the content at the links below.

## **E.S.P.N. Table**

An explanation of ESPN (rationale, plus an example)

[http://www.geographyforgeographers.com/uploads/7/2/1/5/7215292/e.s.p.n\\_table.pdf](http://www.geographyforgeographers.com/uploads/7/2/1/5/7215292/e.s.p.n_table.pdf)

## **Social Studies Strategies**

ESPN descriptions for each category

[http://www.cluster7c.com/uploads/5/0/6/8/5068079/social\\_studies\\_strategies.docx](http://www.cluster7c.com/uploads/5/0/6/8/5068079/social_studies_strategies.docx)

## **Defining Geography: What is Where, Why There, and Why Care?**

Thinking like a geographer rationale

<https://apcentral.collegeboard.org/courses/ap-human-geography/classroom-resources/defining-geography-what-where-why-there-and-why-care>

If you are unfamiliar with the Great Bear Rainforest, read through the grades 7–9 activity plan [Who lives in the Great Bear Rainforest?](#) and the grades 10–12 activity plan [“What makes the establishment of the Great Bear Rainforest a powerful story?”](#), as they will help you to guide students through the inquiry.

## Videos

### **Speechless: The Great Bear Rainforest** (3:28)

This video gives a great sense of place and introduces students to the Spirit Bear.

<https://vimeo.com/239028899>

### **The Story of the Great Bear Rainforest** (3:01)

This video gives an easy summary of the process that took place to protect the Great Bear Rainforest, and includes great keywords that can be used as a starting point for students as they conduct research. This video demonstrates a Greenpeace perspective.

<https://www.youtube.com/watch?v=OgN2PFAEtGM&feature=youtu.be>

## Additional Resources:

### **See Think Wonder**

This webpage outlines a routine for exploring works of art and other interesting things, from Visible Thinking.

[https://pz.harvard.edu/sites/default/files/See%20Think%20Wonder\\_2.pdf](https://pz.harvard.edu/sites/default/files/See%20Think%20Wonder_2.pdf)

### **I Used to Think...But Now I think...**

This webpage presents a routine for reflecting on how and why thinking changed, from Visible Thinking.

[https://pz.harvard.edu/sites/default/files/See%20Think%20Wonder\\_2.pdf](https://pz.harvard.edu/sites/default/files/See%20Think%20Wonder_2.pdf)

# Delivering the Activity Plan

**Note:** The ordering in this activity plan is a suggestion only, and is completely modifiable. As you know your students best, you may decide to introduce both frameworks together or to chunk the frameworks and introduce separately, as suggested below. Although the activity is paired with the Great Bear Rainforest content here, it can also be applied to any topic if your goal is to have the students understand the framework and develop critical thinking skills first.

## Access Prior Knowledge

- Introduce students to the ESPN (Economic, Social, Political, and Environmental) framework. Explain that this framework is used to dig more deeply into a topic and helps to develop critical thinking skills.
- Consider showing the ESPN explanations for each section in the [Social Studies Strategies](#) document.

## Inquire

- Lead a whole-class discussion to apply both frameworks. Provide students with Blackline Master 1: Thinking Like a Social Scientist for guidance in the activity.
- Consider choosing a topic that is known to your group, in order to work through how they are to apply the framework. If you feel your students need more scaffolding, you may want to walk them through the sample [E.S.P.N. Table](#).

### Part A: The E.S.P.N. Framework

- Start on the first page of Blackline Master 1, taking notes on all four ESPN categories as a class, if possible.
- Consider dividing the class into four groups, giving the groups time to work, and then reconvening as a class to review the factors researched.

### Part B: The Geographer's Questions

- As a class, choose one factor from one of the ESPN categories that will be applied to the Geographer's Questions.
- Introduce the Geographer's Questions (What? Where? Why there? Why care?).
- Work through the Geographer's Questions in connection to the chosen topic as a class. This can also be done in small groups first, and then as a class to bring all ideas together.

## Experience

- Introduce students to the Great Bear Rainforest. Avoid introducing too much, as the inquiry and investigation processes are important for the students to experience.
- Consider hooking students' interest by watching the following two videos:
  - » [Speechless: The Great Bear Rainforest](#)
  - » [The Story of the Great Bear Rainforest](#)

## Explore

### Part C: Using the E.S.P.N. and Geographer Frameworks together

- Have students work in groups to research and identify the ESPN factors in connection to the Great Bear Rainforest. Remind students to work together, communicate with one another, choose credible information, and to keep track of their sources.
- Once research is complete, have each group choose one ESPN factor to apply to the Geographer's Questions (located on the second page of Blackline Master 1). Try to encourage each group to choose a different factor.
  - » Consider dividing the class into at least four equal-sized groups and assigning each group one of the ESPN topics.
  - » Based on needs, have students conduct research in their small groups or individually. .
  - » Students may need further scaffolding and modelling for answering the "Why there?" and "Why care?" questions specifically, as these are likely based on students' inferences rather than direct answers found online.

## Reflect and Connect

- Once the graphic organizer is complete, have students/groups share out their findings using the Geographer's Questions to guide them.
- Consider using the graphic organizer as formative assessment to ensure understanding.
  - » As an exit slip, have students complete a reflection to demonstrate thinking/ understanding, either by using a visible thinking routine ([See Think Wonder](#) or [I Used to Think...But Now I Think....](#)) or the questions below:
  - » How does my understanding of the Great Bear Rainforest connect to other things I'm learning? (Cross-curricular reflection)
  - » My three main take-aways from this lesson/activity are...

## Assess

- Formative: completed copies of Blackline Master 1
- Reflective: exit slips
- Summative: see the Go Beyond section below

## Go Beyond

- Have students generate a concept map as classmates share out. This allows students to draw connections between different aspects of the same topic. Concept maps can be done by hand or with a program such as [Lucidchart](#).
- As a further extension, have students complete an in-class written response about the graphic organizer or concept map, to demonstrate their understanding of the connections made.
- Have students create a one-page visual representation (infographic, poster, etc.) by hand or using Piktochart or Canva to share their research conclusions and answers to the Geographer's Questions.

**Black Line Master 1**

**Thinking Like a Social Scientist Graphic Organizer**

**Step 1:** Identify the main considerations/challenges for each factor regarding your main topic.

**Topic/Question:**

<p><b>Economic</b> (relates to money, taxes, industry, farming, jobs, availability of resources; relates to production, consumption, and distribution of goods—how do we make, use, export, and import it?)</p>	<p><b>Social</b> (relates to cultural aspects: language, religion, customs, traditions, food, clothing, lifestyle—how do they all interact?)</p>
<p><b>Political</b> (relates to the government, laws, and elected officials—who has the power and the control?)</p>	<p><b>Environmental</b> (relates to the surrounding physical and human characteristics that affect the environment)</p>

**Step 2:** Choose one of the ESPN factors to further investigate by completing the line of inquiry below.

<b>Topic/Question:</b>	
<b>What?</b> (Explain the aspects of your topic/event.)	<b>Where?</b> (Identify where this has occurred and/or where else is impacted as a result.)
<b>Why there?</b> (Identify the importance of why this topic/event happened in this particular location—this can be local, regional, national, global.)	<b>Why care?</b> (Identify why this topic/event is significant to the citizens impacted, either historically or currently. You may also take a future-based approach to determine what this topic/event could lead to.)



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