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| **Course(s):** Newfoundland and Labrador History, Environmental Science 3205 |
| **Curriculum Expectations:*** 4.4.3 examine the economic impact of off-shore oil development on the economy of Newfoundland and Labrador
* 4.4.4 analyse the risk of off-shore oil recovery
* 4.4.5 evaluate Newfoundland and Labrador’s position on federal-provincial off-shore revenue-sharing

(<http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/socialstudies/gr8/unit4_73-92.pdf>)* 4.55 list sources of marine oil pollution
* 4.56 describe the economic impacts of marine oil spills

(<http://www.ed.gov.nl.ca/edu/k12/curriculum/cot_environmental_science_3205.pdf>) |
| **Overview:** Students will perform research and use posters to promote and defend their position on the development of offshore oil and gas along the west coast of Newfoundland. Based on information gathered for their posters, students will then debate the issue.  |
| **Materials:***Teacher* * SMARTBoard Oil and Gas Development

*Students** Oil and Gas Development: Question Sheet
* Computers
* Poster materials \*Want to go paperless? Complete activity using Glogster (http://edu.glogster.com)
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| **CURRA Reference:** Oil and Developments: Prospects for Sustainable Community Life? - Peter R. Sinclair (<http://www.curra.ca/documents/sinclair_madeleine_oil_paper.pdf>). For more research on this topic visit [www.curra.ca](http://www.curra.ca) and <http://www.cnlopb.nl.ca/pdfs/bsespe/projdesc.pdf>.  |
| **Lesson Details:** *(Allow three, one hour periods)**Lesson One** SMARTBoard describing the community of Les-Isles-de-la-Madeleine and the plans for oil and gas development
* Students will then be informed of the plans for oil and gas development on the west coast of Newfoundland
* Lesson also has two videos about aboriginal involvement. Discuss knowing your source. (One is funded by oil companies, another is researched by a person from the general public)
* Students will be asked to take a stand, for or against, the development of the oil industry on the west coast of Newfoundland. Based on results, ask students to research and defend the opposite of their opinion.
* Students will be given leading questions (Question Sheet) and will use the internet to research previous and future oil developments
* Students will start creating a poster (on the computer or by hand) defending their “new” side

*Lesson Two** Students will finish creating their posters
* Allow students time to prepare for debate

*Lesson Three** Students will be split in to opposing sides
* Allow time for each side to present their arguments, as well as a rebuttal for each group
* Teacher will act as mediator
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| **Assessment:*** Posters can be handed in with a description of what the poster represents.
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| **Notes:**  |

Question Sheet

**Use the internet or other resources to research the topics below and answer the following questions.**

1. How would the oil and gas development on the west coast of the province benefit Newfoundland and Labrador?
2. How would the oil and gas development on the west coast negatively impact Newfoundland and Labrador?

**Based on your answers to these questions, are you for or against the development of oil and gas off the coast of western Newfoundland?**

**Poster Project***Some topics to get you started:*

* *Where is the proposed exploration located?*
* *How will oil be transported? Does this bring in to play any issues?*
* *Who will benefit from newly created jobs?*
* *Who will benefit financially from the oil and gas extracted? (Alberta Oil Sands and Hibernia)*
* *How will the fishing industry be affected? (Hibernia)*