Water: From the World to a Coastal Community

Lesson Overview:
Students will develop a series of maps focusing on how water has impacted the
development of a coastal community. Students will learn about the heritage of
this community through this viable resource. Students will be able to make
connections about the importance of water in a coastal community and then
compare it with their hometown.

Grade Level:
Grade 2

Time Required:
Two class periods (30 minutes each)

Curriculum Connection (Province and course):
Saskatchewan
Grade 2 Curriculum: Heritage: The Local Community Then and Now

Link to Canadian National Geography Standards:

**Essential Element #1:** The World in Spatial Terms
- Location and distribution of physical and human features

**Ocean Scope & Sequence Standard #1:** The World in Spatial Terms
- Location of nearby bodies of water and watersheds

**Essential Element #3:** Physical Systems
- Introduction to the water cycle

**Ocean Scope & Sequence Standard #3:** Physical Systems
- Relationship of rivers, estuaries and oceans, and the concept of
  watersheds

**Essential Element #5:** Environment and Society
- Earth’s natural resource
- Environmental issues (water quality)

**Ocean Scope & Sequence Standard #5:** Environment and Society
- Water as a resource
Geographic Skill #1: Asking Geographic Questions
- Ask geographic questions – Where is it located?

Geographic Skill #3: Organizing Geographic Information
- Prepare maps to display geographic information

Geographic Skill #4: Analyzing Geographic Information
- Use texts, photographs and documents to observe and interpret geographic trends and relationships

Geographic Skill #5: Answering Geographic Questions
- Use methods of geographic inquiry to acquire geographic information, draw conclusions, and make generalizations.

Additional Resources, Materials and Equipment Required:
- School library
- Community library
- Maps
- Newspaper archives
- Internet access to archives of local community resources
- Overhead project or internet project to show maps and pictures to the class

Main Objective:
Students will examine the importance of water to the development of a coastal community. Students will compare the use of water using a “Then and Now” format. Students will develop a series of three maps that show the use of water in the community and area over the years. The heritage and development of the community should be discussed at the same time. Students will learn about the importance of water as a viable resource to the sustaining of the community both in the past and in the present. Enrichment would follow by comparing the development of the selected coastal community with their own hometown. Guest speakers would be a great resource to talk about their role and/or recollection in the development of the community. Field trips to water developments in the community, particularly of a historic nature would be a great opportunity for the students to make real life connections.

Learning Outcomes:

Knowledge Objectives:

Students will know that:

- their community has evolved over time
- their community consists of people and places with interesting stories to tell
- people need water to survive
- water is necessary to sustain a community

**Skills/Abilities Objectives:**

Students will:

- identify and describe experiences and technologies of the past that contributed to the development of an ocean community.
- access information from a variety of sources, including primary sources.
- organize and present information in a “Then/Now” format.
- use maps to explain the importance of the ocean to a coastal community.
- label information and colour three maps pertaining to oceans uses in a coastal community, province.
- label and colour one map from the early years of a coastal community to show the reliance and use of ocean water.

**Attitudes/Values Objectives:**

Students will:

- appreciate and value the heritage of an ocean community.
- appreciate that having a source of ocean water is essential to sustain many of Canada’s coastal communities.

**The Lesson:**

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<th>Teacher Activity</th>
<th>Student Activity</th>
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<tr>
<td><strong>Introduction</strong></td>
<td>Show the class the “Oceans for Life” pamphlet and have the students brainstorm how water is important to the development of a coastal community. The teacher will show the students a variety of photographs and maps of a coastal community. Photographs and maps should show a progression of historic to modern scenes. Several photos should show people using water for work, survival or recreation.</td>
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### Lesson Development

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<tbody>
<tr>
<td>a.</td>
<td>The teacher will ask the students questions regarding the locations shown, what people are doing, how things are the same or different.</td>
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<td>b.</td>
<td>Using a map of Canada, the teacher will guide the students in selecting a coastal community to work with; St. John’s, Iqaluit, Halifax, Churchill, Sydney, Victoria, Vancouver, Nanaimo, Prince Rupert, or Charlottetown, for example are all good selection. The teacher may wish to have a few photos choices. This would be a great time to integrate ELA stories of interest for the class.</td>
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<td>c.</td>
<td>The teacher should plot the “Then and Now” comparisons on the chalkboard or chart paper.</td>
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<td>d.</td>
<td>The teacher will provide maps for the students to work with.</td>
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<td>Map 1 – Ocean Community Historic Map. Have the students label the main streets, waterways, landmarks, which still exist. Colour the map.</td>
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<td>Map 2 – Community: Modern. Label the main streets, waterways, landmarks, which still exist. Colour the map.</td>
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<td>Map 3 – Provincial area. Have the students label the rivers, reservoirs, lakes, oceans etc. in the area. Discuss the use and impact the ocean has on the community and its residents.</td>
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<td>e.</td>
<td>Add to the “Then and Now” comparisons list.</td>
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### Conclusion

- A class display of historic and modern photos, maps, etc. presented by the teacher could be set up. Incorporate the student maps and the “Then and Now” comparisons of water use into the display.
- Additional suggestions including inviting a guest speaker or taking a field trip to an important ocean-related community location.
- Students could present their display to parents showcasing their understanding of ocean use and importance in their coastal community throughout the years.

## Lesson Extension:

Since there is no ocean in Saskatchewan, the students could still understand the importance of water in general to a community. Speakers, in particular seniors, whom have lived in the community for a number of years would be good candidates to bring in. Stories of community development, life and occupations in past decades are fascinating to the students. Speakers should be encouraged to talk about water in relation to the community. For example, in Saskatchewan stories about times of drought, growing up in the Depression, the development of
local reservoirs, irrigation projects, travel and trapping along the northern rivers, or upcoming future developments would be good topics.

Field trips to any irrigation sites, reservoirs, trapping routes, museums that feature river travel, etc. are excellent opportunities if available. The Internet does offer a good resource of historic photos of such activities, which could be included to show students the importance of water to life in our province’s past.

Cross-curriculum connections can easily be made. Teachers could use the study of a Canadian Coastal Community as an extension for reading in English Language Arts. For the class reading program, students could read stories set in any of these Canadian Coastal Communities. Films about life in the regions would also be of interest. The elementary science program could also include the study of plant or animal life that would be found in these coastal centres.

**Assessment of Student Learning:**

- Rubric to grade the maps. (Rubistar.com is an online rubric creator for teachers.)
- Journal writing assignment to tell about the past and present use of water in the students’ community.
- A picture and journal writing as a follow up to a speaker and/or field trip.