

LEARNING INQUIRIES

RESPONSIBLE ENERGY DEVELOPMENT

TIME: THREE 40-MINUTE CLASSES (CAN BE ADAPTED FOR LONGER OR SHORTER PERIODS OF TIME)

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OVERVIEW/FOCUS QUESTION

Human activities and the environment have an impact on each other. Human activities should balance environmental stewardship with human needs/wants.

SUBJECT/TOPIC

SOCIAL STUDIES

GRADE LEVEL

GRADE 4

(can be adapted for multiple grade levels)

LEARNING PROCESS

This learning experience will extend over several days and will vary based on students' previous learning experiences.

HOW ALL STUDENTS WILL BE SUPPORTED THROUGH THE LEARNING PROCESS:

([Culturally Responsive Pedagogy characteristics](#) are linked within the learning experience.)

What cultural contexts, interests, capabilities, and lived experiences do students bring to their learning? (#1, 3, 5)

How will dynamic physical, virtual, and inclusive spaces be designed to support learning and well-being for all?

- Consideration of successful prior student learning experiences
- Distinctive learning needs that may include accommodations and/or modifications
- 21st-century competencies
- Reliable and equitable access to information, resources and other digital technologies

THE ONTARIO CURRICULUM MINISTRY OVERALL EXPECTATIONS

SOCIAL STUDIES GRADE 4

Strand B. People and Environments: Political and Physical Regions of Canada

B1. APPLICATION

Assess some key ways in which industrial development and the natural environment affect each other in two or more political and/or physical regions of Canada.

FOCUS ON: Cause and Consequence; Interrelationships

B2. INQUIRY

Use the social studies inquiry process to investigate some issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada.

FOCUS ON: Perspective

Social Studies, Grades 1 to 6, History and Geography Grades 7 and 8, 2018

B3. UNDERSTANDING CONTEXT

Identify Canada's political and physical regions, and describe their main characteristics and some significant activities that take place in them.

FOCUS ON: Significance; Patterns and Trends

SPECIFIC CURRICULUM EXPECTATIONS

- B1.2** Assess aspects of the environmental impact of different industries in two or more physical and/or political regions of Canada (*e.g., hydroelectric development in Quebec, the development of the oilsands in northern Alberta, fishing in Atlantic Canada, steel production in Nova Scotia, ...*).
- B1.3** Describe some key actions taken by both industries and citizens to address the need for more sustainable use of land and resources (*e.g., controlling industrial tailings; putting solar panels on houses or other buildings; ensuring responsible hunting and fishing practices; consulting with First Nations, Métis, and/or Inuit communities about resource development in their territories*), and assess their effectiveness.
- B2.1** Formulate questions to guide investigations into some of the issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada.
- B2.2** Gather and organize information and data from various sources to investigate issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada (*e.g., spatial technologies and satellite images showing physical features; print and digital thematic maps showing land use or population; climate graphs for various regions; writer views with peers from different regions using electronic communications; an interview with a First Nation or Inuk Elder or a Métis Senator*).
- B2.4** Interpret and analyse information and data related to their investigations, using a variety of tools (*e.g., use a graphic organizer to help them determine the interrelationship between a region's physical features and tourism or recreation; plot population trends in a specific region and compare them to a graph showing industrial development in the same region; use a decision-making chart to determine the best location for a new hydroelectric dam; use a double bar graph to help them determine the effect of an increase in tourism on waste production in a region*).

B3.6 Describe significant opportunities and challenges related to quality of life in some of Canada's political regions (*e.g., job opportunities in Alberta's booming resource sector; loss of jobs in the fishing industry in Newfoundland and Labrador; pollution generated in the Alberta oilsands; challenges related to employment and housing on First Nations reserves; urban sprawl in the Greater Toronto Area*).

RELATED SCIENCE EXPECTATIONS

Understanding Life Systems, Habitats and Communities

1.1 Analyse the positive and negative impacts of human interactions with natural habitats and communities (*e.g., human dependence on natural materials*), taking different perspectives into account (*e.g., the perspectives of a housing developer, a family in need of housing, an ecologist*), and evaluate ways of minimizing the negative impacts.

SOCIAL STUDIES THINKING CONCEPTS

- Cause and Consequence
- Interrelationships
- Significance
- Perspective

LEARNING GOAL FOR LESSON

We are learning to assess how industrial development and the natural environment affect each other in the political and/or physical regions of Canada.

SUCCESS CRITERIA FOR STUDENTS

- I can ask questions connected to the social studies/geographical thinking concepts to guide investigations into some of the issues and challenges associated with balancing human needs/wants and activities with environmental stewardship.
- I can gather and organize relevant information and data from various sources to investigate issues and challenges associated with balancing human needs/wants and activities with environmental stewardship.
- I can critically interpret and analyse relevant information and data related to my investigations.
 - I can look for details in a source to make thoughtful inferences and questions.
 - I can investigate different perspectives on issues.
 - I can determine the significance of issues.
- I can critically assess parts of the environmental impact of different industries.
 - I can examine the cause and consequence of industrial development.
 - I can examine the interrelationships between industrial development and the natural environment.
 - I can accurately describe significant opportunities and challenges related to quality of life in some of Canada's political regions.
 - I can clearly explain some key actions taken by both industries and citizens to address the need for more sustainable use of land and resources.

LEARNING EXPERIENCE

- How will students' interests be engaged in connection to the concept and skills to be taught? (# 5)
- How will student's background knowledge be recalled in connection to this topic? (# 2, 4)
- What instructional strategies, tactics, and skills will be used to support student voice and choice? (# 6)
- How will students be introduced to the purpose of the learning and supported to build meaningful success criteria? (# 4)
- How will students be actively engaged in constructing new knowledge based on their natural curiosity, their own experiences, and with provoking texts emerging from our life/world around us? (# 4, 5, 6)
- How will disciplinary thinking skills (which are central to each subject area's critical thinking) be fostered within an inquiry stance? (# 2, 4)
- What groupings and timings will be used to support student learning? (# 6)
- What is the essential learning that needs to be made explicit during the debrief? (# 4, 5)

LESSON IMPLEMENTATION

MINDS ON

- Invite students to individually draw/name items that they use in their everyday life. In small groups, have them share ideas and put ideas on sticky notes (one item per sticky note).
- Ask students to discuss how each item is made and record ideas about the materials used and the processes used to make them. Using a large piece of chart paper or a white board, arrange items and ideas about the materials used to make and process the products. (Some students may create a matrix, columns, or mini mind maps to organize thinking.)

- Ask students to think about which items represent wants and which represent needs.
- Introduce the learning goal: We are learning to assess how industrial development and the natural environment affect each other in the political and/or physical regions of Canada.

ACTION

Part 1

Introduce the **Sourcing and Contextualizing Visual Sources of Information** worksheet and pair it with a photo of an oil industry tailing pond (see included sample).

- Each student should have a copy of the worksheet and each group of students should have access to the photo.
- During Stage 1: Initial Observation, support students to take the time to really look at the photo and record all that they see. Providing magnifying glasses or having the image on a device with zooming capabilities, may help students focus on what is there instead of rushing to infer without looking closely first (provide a minimum of 10-15 minutes for this section). Slowing down the process supports observation and critical thinking skills. Support students as they work to answer the questions on the worksheet. Once students are done with this stage, have them share ideas with the entire class and work together to create a class version of the worksheet (consider projecting it onto a large screen).
- Before continuing on to Stage 2: Making Inferences, support students in developing a sense of place by using one or more of the following maps of the Alberta oilsands:
 1. If you have access to the Canada's Energy Production and Transmission Giant Floor Map, have students walk on the map to locate the oilsands (Athabasca, Peace River, and Cold Lake). Identify the physical and political regions connected to the production and transmission of crude oil.
 2. Have students investigate the interactive Energy Map on the Energy IQ website, with an emphasis on exploring crude oil. Identify and discuss the physical and political regions connected to crude oil.
<https://energyiq.canadiangeographic.ca/energy-map/>
 3. Use Google Earth or ArcGIS.com to investigate where crude oil is found in Canada and locate the Alberta oilsands. Create an electronic map or large classroom-sized wall map.

- Now, begin Stage 2: Making Inferences. After students have had some time to grapple with this section, have them share ideas with the entire class and contribute to the classroom version of the worksheet.
- During Stage 3: Questioning, support students in brainstorming questions and connecting those questions to the social studies and geographical thinking concepts. If these concepts are new to students, begin developing these concepts by creating anchor charts with students. Discuss ideas and questions as a class, providing students with the opportunity to continue to learn from each other, while capturing questions on the class version of the worksheet.
- Provide students with a little time to begin seeking answers for some of their initial questions and/or to add any new questions that may have arisen.
- Select and show some videos to support students in developing a deeper understanding about Canada's oil industry (e.g., open-pit mining, in situ extraction, Steam Assisted Gravity Drainage/SAGD). Invite students to record and share their thoughts. Here are some video suggestions:
 - Oilsands Mining – How it Works?
<https://www.youtube.com/watch?v=cxiA40XHF0I>
 - Steam Assisted Gravity Drainage (SAGD) – How it Works?
<https://www.youtube.com/watch?v=CjZlgGKolek>
 - Cyclic Steam Stimulation (CSS) – How it Works?
<https://www.youtube.com/watch?v=XBfY-lkuXpM>

Part 2

- Revisit the learning goal and build success criteria based on the learning experiences of Part 1.
- Repeat the process of using the **Sourcing and Contextualizing Visual Sources of Information** worksheet, but this time provide small groups with different images (you can use the sample images provided).
 - COSIA (Canada's Oilsands Innovation Alliance) has video resources showing some of the innovations that are in progress:
<https://www.cosia.ca/resources/video-gallery>

- Invite students to share their ideas and questions with the class and continue to capture student thinking in visible ways (e.g., audit trail, mind map, concept map).
- Provide students with time and support to investigate their questions. Support students in filling out the **Sourcing and Contextualizing a Variety of Sources** worksheet to develop the skill of corroborating information and examining different perspectives.

DEBRIEF/CONSOLIDATION

- Show the Energy IQ explainer video *Managing Climate Change and Global Energy Demand*. Invite students to capture their thinking in their journals.
<https://energyiq.canadiangeographic.ca/resources/managing-climate-change-and-global-energy-demand-explainer-video/>
- As a class, complete the Energy Survey with different scenarios of how people may use energy (do this to avoid singling out any student's family lifestyle) to provide context for how energy use is connected to lifestyle and how we can make choices to conserve energy (e.g., a family that lives in a large single home may choose not to travel and use public transit instead, or a family that lives in a small condo may use a large car and travel a lot).
<https://energyiq.canadiangeographic.ca/beyond-the-classroom/survey/>
- Now, ask students to return to their list of everyday items that they use. Ask them to indicate which of these items represent wants versus needs. Which products could we do without/use less? Can we use/create different products that are more environmentally friendly?

Next Steps/Continued Exploration

- Have each group look at different energy sector images in different political and physical regions of Canada, repeating the process as above with the **Sourcing and Contextualizing Visual Sources of Information** worksheet, using photos connected to hydropower, coal, natural gas, nuclear power, wind energy, solar energy, or biomass.
- Add to success criteria to capture this expectation: B2.5 evaluate evidence and draw conclusions about issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in Canada.
- Provide students with time to investigate their questions. Here are some suggestions for research:
 - Energy IQ – Energy Mix Library
<https://energyiq.canadiangeographic.ca/energy/>

- CAPP (Canadian Association of Petroleum Producers) Virtual Reality videos
<https://www.capp.ca/media/virtual-reality>
- Support students in communicating their understanding in a purposeful way that connects to a targeted audience. Help students determine who needs to know what they learned and how they might best communicate that message.

ASSESSMENT FOR LEARNING

OBSERVATION

Describe how evidence of success criteria will be gathered.

CONVERSATION

Describe key questions connected to success criteria in the form of a conference, interview, or threaded conversation.

PRODUCT

Describe the product (e.g., individual work sample, oral report, presentation/performance, audio/visual technological presentation, learning log/journal, and/or culminating task). What assessment tool will be used to assess it?

- How can every opportunity for learning in the classroom be an opportunity for Assessment FOR Learning? ([# 2, 3, 4](#))
- How will the richness of the social, emotional and cultural variables that affect learning be used to make sense of the learning? ([# 3, 5](#))
- How will the many perspectives, voices, and environments that students interact with be considered? ([#1, 2](#))
- What is the plan for listening, noticing, and naming the learning as it evolves? ([# 3, 4](#))
- How will students be equitably assessed using a combination of observations, conversations and products, to meet the personal learning needs of all students? ([# 2, 3, 5](#))

TEACHER REFLECTION ON STUDENT LEARNING

- How did each learner and the group respond to the instruction of the intended learning goal? ([# 1,4](#))
- Were there any unintended learning outcomes? ([# 4,5](#))
- How do I represent students in ways that are ethical and respectful? ([# 1,2](#))
- What embedded feedback supported learning? (Effective feedback is specific, positive, descriptive, clear, criteria-referenced, focused). ([# 3,4](#))
- What further feedback is now needed to support students' process of learning, self-regulation, and the construction of conceptual understandings/-big ideas? ([# 3,4](#))
- How will I continue to support students to use success criteria to self-assess and reflect on: 'Where am I going?' and 'How am I going?' and 'Where to next?' ([# 3,4](#))

TEACHER REFLECTION ON HOW THEY USE ASSESSMENT TO ADJUST THEIR INSTRUCTION

- How did the lesson meet the criteria of Inclusive Culturally Responsive Pedagogy? ([# 6](#))
- How effective was my teaching for the group of individuals with respect to the curriculum intended learning goal? ([# 1,3](#))
- Did I meet the learning needs of all students? ([# 1,2,3](#))
- Were all students engaged in thinking throughout the lesson? ([# 2,4,5](#))
- How will I build on my students' learning trajectories? ([# 6](#))

References to #1-6 refer to the six characteristics of Culturally Responsive Practices outlined by Villegas and Lucas in the monograph, [Culturally Responsive Pedagogy, Towards Equity and Inclusivity in Ontario Schools](#) (2013).

STUDENT ACTIVITY SHEETS

BEAVER CREEK WOOD BISON RANCH

BISON

Two of the approximately 300 wood bison that roam on reclaimed land at Syncrude's Mildred Lake site. February 16, 2018 marked the 25th anniversary of the Beaver Creek Wood Bison Ranch, which is managed by the Fort McKay Group of Companies.

Photo credit: Syncrude Canada Ltd., Bison

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BISON TWINS BORN AT BEAVER CREEK WOOD BISON RANCH

Bison twins Kisik (sky) and Tu (water) were born at the Beaver Creek Wood Bison Ranch in 2010. The ranch sits on a portion of Syncrude's reclaimed land.

Photo credit: Syncrude Canada Ltd., Bison twins born at Beaver Creek Wood Bison Ranch

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SYNCRUDE WOOD BISON

Syncrude maintains a herd of award-winning wood bison on reclaimed grassland at the Beaver Creek Ranch, managed in cooperation with the Fort McKay First Nation. Taken on September 15, 2011.

Photographer: Roth & Ramberg Photography
Photo credit: Syncrude Canada Ltd., Syncrude Wood Bison

<https://www.flickr.com/photos/syncrudecanada/7257355120/>

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WILDLIFE CROSSING AT CHRISTINA LAKE

Photo credit: MEG Energy Corp.

<https://www.megenergy.com/news-room/photo-gallery>

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**REMOTE CAMERA SHOT
AT CHRISTINA LAKE**

Photo credit: MEG Energy Corp.

<https://www.megenergy.com/news-room/photo-gallery>

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TAILING POND

Photo credit: NWFblogs, Scarecrow at Tailings Pond

Alberta 2010 NWF

<https://www.flickr.com/photos/nwfblogs/5062884514/>

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SOURCING AND CONTEXTUALIZING A VARIETY OF SOURCES

Adapted from, 'Hook, Line, and Linker' & 'Interpreting Historical Photographs' activities from Seixas, P., & Morton, T. (2013). *The Big Six; Historical Thinking Concepts*. Toronto, ON: Nelson Education Ltd.

CRITERIA FOR ASSESSING SOURCES	SOURCE	SOURCE	SOURCE	SOURCE	SOURCE
Who created this content?					
What expertise do they have?					
Where was it created?					
What was happening in the location (e.g., city, country) where this content was created? What about the global context?					
What biases might the creator of this source have had?					
Who or what is included in this content? Who or what is missing?					
Why do you think this content was created?					
Do you think this content can be trusted? Is it a good source of information? Why or why not?					
Whose voices and perspectives are missing? How might you investigate alternative perspectives?					

SOURCING AND CONTEXTUALIZING VISUAL SOURCES OF INFORMATION

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STAGE 1: INITIAL OBSERVATIONS		STAGE 2: MAKING INFERENCES
<p>WHAT DO YOU SEE?</p> <p>Examine the photo.</p> <p>What do you see? List as many details as possible.</p>	<p>WHAT DO YOU KNOW ABOUT THE SOURCE OF THE PHOTO?</p> <p>What information do you get from the caption?</p> <p>Who is the photographer? What is their background?</p> <p>When was the photo taken?</p> <p>Where was it taken?</p> <p>Is the photo staged? Natural?</p> <p>For what audience is the photo intended?</p>	<p>CONTEXTUALIZING – WHAT SITUATION WAS THE PHOTO CREATED IN OR FOR?</p> <p>What was happening in the location (e.g., city, country) where this photo was taken? What about the global context?</p> <p>How might this photo help us understand what life was like at that time?</p> <p>How might someone from that time period or setting have viewed the item, person, document, or event shown in the photo?</p> <p>What biases might the photographer have had?</p> <p>Who or what is included in the photo? Who or what is missing?</p> <p>Why do you think this photo was taken?</p> <p>Do you think the source of this photo can be trusted (e.g., company, publisher)?</p> <p>Is this photo a reliable source of information about the time, place, person, or object in the photo? Why or why not?</p>

STAGE 3: QUESTIONING

WHAT ARE YOU WONDERING?

SOCIAL STUDIES THINKING CONCEPTS

Significance: Determining the importance of issues, events, developments, people, places, processes, interactions, etc., by investigating their context or situation and the short- and/or long-term impact on people and/or places.

Cause and Consequence: Determining the factors that affect or lead to events, situations, actions, interactions, etc., in both the natural environment and human society, and their impact or effects.

Continuity and Change: Determining what has stayed the same and what has changed over a period of time. (e.g., ways of life, political policies, economic practices, relationships with the environment, or social values) by making comparisons between some point in the past and the present, or between two points in the past.

Patterns and Trends: Recognizing characteristics (i.e., spatial, social, economic, physical, or environmental) that are similar and that repeat themselves in a natural or human environment (patterns) and characteristics or traits that exhibit a consistent tendency in a particular setting and/or over a period of time (trends).

Perspective: Analysis of issues, events, developments, people, places, processes, and interactions from multiple perspectives that depend on factors such as beliefs, social position, geographic location, etc.

Primary Source Evidence: Using artifacts and oral, print, media, or computer materials created during the period of time under study for analysis of events, issues, developments, people, places, processes, interactions, etc. (e.g., art works, cookbooks, diaries, letters, oral histories, photographs, graphs, satellite images, maps, diagrams).

Ethical Dimensions: Consideration of moral and ethical dimensions of developments, events, and issues related to the relationships that exist in and between the natural and human environments in a place.

Adapted from the Social Studies gr. 1-6, History and Geography gr. 7 & 8 Ontario Curriculum 2018

CONCEPTS OF GEOGRAPHIC THINKING

Spatial Significance

What is where?	Places are located on the Earth's surface based on natural and/or human characteristics.
Why there?	Places have unique characteristics.
Why care?	The spatial distribution of people, plants, animals, resources and Earth's physical processes are important.

Geographic Perspective

What is where?	Geographic issues, events, developments or phenomena happen in different geographic locations.
Why there?	Geographical characteristics lead to issues, events, developments or phenomena. The environmental, economic, political, and/or social factors need to be considered.
Why care?	Multiple points of view need to be considered in the analysis of a geographic issue, event, development or phenomena. Decisions made about a geographic issue, event, development or phenomena affect different groups of people and/or natural environments in different ways.

Patterns and Trends

What is where?	Characteristics of natural or human environments can be similar and repeat within and between places or regions (patterns). Characteristics or traits can repeat over time (trends).
Why there?	Spatial, social, economic, physical, or environmental characteristics of a location contribute to the development of a pattern or trend. Connections between characteristics determine patterns. Connections between characteristics over time determine trends.
Why care?	Analyzing patterns and trends helps us make decisions for the future.

Interrelationships

What is where?	Human and/or natural characteristics interact and/or connect within and between different geographic locations.
Why there?	The interconnected parts of an environment (or environments) work together to form a system.
Why care?	Understanding the relationships that exist within a system and between systems helps determine the impact they have on one another.

Adapted from *The Ontario Curriculum / Social Studies, Grade 1-6; History and Geography, Grades 7 and 8, 2018*; OESSTA, and OAGEE supports for 'What is where? Why there?, and Why care?'

CRITERIA FOR DEEP INQUIRY QUESTIONS

- An invitation to think (not recall, summarize, or detail)
- Requires support and justification, not just an answer
- Open-ended; typically there is no final, correct answer
- Makes you think about something in a new way you never considered before
- Invites both deep thinking and deep feelings. Asks you to think ethically (what is right and wrong)
- Asks questions through the lens of disciplinary thinking concept(s)
- Leads to more good questions

IQ A Practical Guide to Inquiry-Based Learning, Colyer & Watt

MISC. BACKUP ALTERNATIVE LAYOUTS

BEAVER CREEK WOOD BISON RANCH



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Two of the approximately 300 wood bison that roam on reclaimed land at Syncrude's Mildred Lake site. February 16, 2018 marked the 25th anniversary of the Beaver Creek Wood Bison Ranch, which is managed by the Fort McKay Group of Companies.

Photo credit: Syncrude Canada Ltd., Bison

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