Social Studies Inquiry Centre

**Grade** **Level**: Grade 8 Social Studies

**Topic and Theme:** Understanding the presence of global and local products in our everyday lives and their impact on the economy and environment.

**Objective:** Students will start to think and discuss how a variety of products get to New Brunswick and their impact on the local and global economy and environment. It can relate to several curriculum outcomes, such as:

3.6. identify and demonstrate an understanding of trade and other economic linkages among Atlantic Canada and the national and global communities

**Materials required:** Individual strips of paper each with the following products (1 product pre strip):

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Entertainment**  | **Food** | **Heating/cooling** | **Transportation** | **Light** |
| Reading a book Playing soccer outsideVideo gamesMovie theatre Electric guitar | Veggies from local food marketTropical fruitsIce cream in a freezer at a storeTurkey dinner | Wood burning stoveSpace heater FanAC Old water heater | Old gas carSolar-powered car Hybrid city bus Electric car (smart car) Horse and buggy | SunlightSolar-powered street lightIncandescent light Fire/candleLED light |

**Procedure:**

1. Contextualize the activity by introducing the broad topic of how products arrive in Canada and New Brunswick and what that impact is on the local/global economy and environment.
2. Hand out the pieces of paper to each pair or group of three.
3. Ask them to identify the category based on the words on the paper given, and ask them to put the products in order from least to most environmentally friendly.
4. After 2 minutes, each group will be required to explain their decisions and why they chose to put them in that order.
5. Discuss each category as a group to create an in-depth discussion about products and their presence in the economy and impact on the environment.
* Entertainment: Movies theaters are usually a projection, so it uses less energy than video games which entertain only one person.
* Light: Incandescent vs LED light
* Transportation: Horse and buggy use no electricity, but need a lot of resources to maintain them
* Food : How much energy goes into getting the food to Fredericton
* Heating/cooling: AC uses a lot of energy
1. Wrap up my talking about more general questions and leave students with the major themes discussed. Talk about:
* Why is it important to think about how products get to New Brunswick?
* What are the reasons people buy locally vs imported products?
* What are products made in New Brunswick? Where do we get most of the products discussed today?

**Suggestions for Extension Activities:**

This activity can be adapted to larger groups. Give each student one strip and they can get up and walk around and find their group. They again don’t have the name of the category so it will take some problem solving skills and communication to figure it out. Again as a team, they put them in order and discuss their reasoning.

As an extension to the activity, students could do research about each product looking at both the environmental impact and economic reality of having these products in New Brunswick.

Another idea is for each group can come up with a poster where they provide information about their categories and ways to limit their impact on the environment to post around the school. These posters can also include information about buying local and how it can help the local economy. This extension activity incorporates team work, problem solving, creativity and promote activism. By doing this activity, a teacher can assess the posters of the groups in a summative or formative way with a rubric created based on what the educator has been focusing on.

Material appendix

Food:

-Veggies from local food market

-tropical fruits

-Ice cream in a freezer at a store

-turkey dinner

-factory

Light:

-sunlight

-solar-powered street light

-incandescent light

-fire/candle

-LED light

Transportation:

-Old gas car

-Solar-powered car

-Hybrid city bus

-Electric car (smart car)

-Horse and buggy

Heating/Cooling:

-Wood burning stove

-Space heater

-Fan

-AC

-old water heater

Entertainment:

-reading a book

-playing soccer outside

-video games

-movie theatre

-electric guitar