

**Urbanizing Protected Areas - Town Hall**

**Grade 6 Life Systems**

<b>Lesson Plan</b>	Assessment	Culminating, Assessment OF
	Cross-curricular	Languages

**Big Ideas**

1. Because all living things are connected, maintaining a diversity is critical to the health of the planet.
2. Humans make choices that have an impact on biodiversity.

**Overall Expectations**

1. Assess human impacts on biodiversity, and identify ways of preserving biodiversity;
2. Demonstrate an understanding of biodiversity, its contributions to the stability of natural systems, and its benefits to humans.

**Learning Goals**

- Identify some of the issues, points of view, and costs related to protecting biodiversity.
- Describe problems that result from decreased biodiversity
- Identify different alternatives for managing biodiversity
- Describe some of the work being done by individuals, organizations and governments to promote and protect biodiversity

**Specific Expectations**

- 1.1** Analyse a local issue related to biodiversity taking different points of view into consideration, propose action that can be taken to preserve biodiversity, and act on the proposal
- 2.4** Use appropriate science and technology vocabulary, including classification, biodiversity, natural community, interrelationships, vertebrate, invertebrate, stability, characteristics, and organism, in oral and written communication
- 3.2** Demonstrate an understanding of biodiversity as the variety of life on earth, including variety within each species of plant and animal, among species of plants and animals in communities, and among communities and the physical landscapes that support them
- 3.4** Describe ways in which biodiversity within and among communities is important for maintaining the resilience of these communities
- 3.5** Describe interrelationships within species, between species, and between species and their environment, and explain how these interrelationships sustain biodiversity

**Description**

In this lesson, students will participate in a town hall debate with each group representing a unique role related to the protection or development of a protected ecosystem.

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## Introduction

### Part A:

Ensure that students have reviewed some of the concepts and terminology of Grade 4 Habitats and Communities

### Part B:

Have a discussion with students about the role of protected spaces in your community. Protected areas in Ontario include provincial parks, conservation reserves, dedicated protected areas and wilderness areas. Choose an area to focus on and ask probing questions about it such as:

- Where is the protected area located?
- How big is the protected area?
- Why is the area protected?
- What role does the protected area play in maintaining biodiversity?
- What role do humans play in the area?

Use this list to find protected areas near you:

[https://en.wikipedia.org/wiki/List\\_of\\_protected\\_areas\\_of\\_Ontario](https://en.wikipedia.org/wiki/List_of_protected_areas_of_Ontario)

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## Action

Inform students that Ontario's population is growing rapidly. To compensate, developers would like to build homes and urban centres (shopping malls, banks, schools, etc.) on protected land. Protected land is home to many different species of birds and animals and provides us with clean air and fresh water. Yet people have to go somewhere! What do you think we should do? Should we leave the protected land as it is or use the space to build?

Students will be put into 6 groups of 3-4 students. Each group will receive a different role that will indicate the viewpoint they will play in the Town Hall meeting. Each group will need access to a computer to research, discuss and complete the handout questions and use their findings to argue their viewpoints in the town hall meeting. Students will also be asked to record other groups' arguments in order to make an informed decision as to whether or not urbanization should be allowed to take place in the protected area.

Alternatively, you could also do a Jig Saw and run several Town Hall meetings at the same time. In this case, each student taking part in the Town Hall would be from a different group so that each person can share their differing viewpoint with the larger audience. You can do a larger recap at the end.

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## Consolidation/Extension

Ask students to fill out a short exit slip asking them what their opinion is at the end of the Town Hall based on all the information that they have heard (see accompanying handout for more information).