

A Living Archives Lesson Plan

Class	Social Studies	Grade Level	7
Topic	<i>Economic Empowerment</i>	Required Time	Two to three 45 minute lessons
Materials	Access to <i>A Living Archives</i> website; <i>Defining Economic Sectors</i> handout; K.W.L. Chart; two maps of PEI; <i>% of Workers in Each Economic Sector for Certain Years</i> handout; Classification handout; websites that can be used are: <i>The Atlas of Canada</i> , www.atlas.gc.ca and the Canadian Foundation for Economic Education (CFEE) www.cfee.ca		
Prerequisite Skills/Knowledge	The ability to search websites to locate the information needed to complete the assignments.		
Learning Outcomes	<p>7.2.1 Analyse how commodities that lead to economic empowerment have changed</p> <ul style="list-style-type: none"> • identify major economic commodities that have been valued over time • examine the importance of land and natural resources as economic commodities in Canada's history • examine the various economic commodities in contemporary society 		
Learning Activities	<ol style="list-style-type: none"> 1. Have the students enter <i>A Living Archives</i> website and locate Etext articles about farm life in the early 1900's. As a class, read and discuss the articles. Discuss with the students how farming has changed in the last 100 years. 2. In pairs, have students define the terms "primary", "secondary", "tertiary", and "quaternary" as they relate to economic sectors, with an example of each taken from the local region. Pairs of students may report their definition to the class until all terms have been presented. On the resource disc find a copy of the chart 'Defining Economic Sectors' for students to complete this activity. 3. Develop a KWL Chart with the students about a particular sector, or all sectors, that interest them. Leave it posted on the wall of the class to complete at the end of this assignment. 4. After the KWL chart has been completed, have the students enter the website www.atlas.gc.ca. In this site under the <i>Explore Our Maps</i> section have the students enter the Economy section. From here have them look at the different sectors that they have been discussing in class and see what areas of PEI these sectors cover. Discuss with the class the implications these sectors have on PEI's economy and what areas of growth or decline can be seen between the 1996 and 2006 maps. 5. Using the chart '% of Workers in Each Economic Sector for Certain Years' from the resource disc, have the students use the statistics provided to draw a conclusion about the change in the percentage of workers employed in each sector of the economy. Have a class discussion about why these changes have occurred. Then have the class find out what the percentages were for each sector for 2006 for PEI. (located at www.cfee.ca in the 33rd Annual Statistical Review 2006, Estimates of Employment By Industry, 1999-2006 pg. 49). 		
Assessment	- Have the students research the Internet and/or Yellow Pages to find examples in PEI of primary, secondary, tertiary, and quaternary activities. On the chart 'Classification', found on the resource disc, identify the company and check the correct classification.		

ECONOMIC EMPOWERMENT A LIVING ARCHIVES WORKSHEET

Name: _____

Date: _____

In your textbook locate and give definitions and examples for the terms listed in the chart.

Defining Economic Sectors		
Sector	Definition	Example
Primary		
Secondary		
Tertiary		
Quaternary		

ECONOMIC EMPOWERMENT

A LIVING ARCHIVES WORKSHEET

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Use the statistics provided to draw a conclusion about the change in the percentage of workers employed in each sector of the economy. Enter the website www.cfee.ca and locate what the percentages were for each sector for 2006 for PEI. (Hint: look in the 33rd Annual Statistical Review 2006 and find the chart Estimates of Employment By Industry, 1999-2006 pg. 49)

% of Workers in Each Economic Sector for Certain Years			
Year	Economic Sector		
	Primary	Secondary	Tertiary
1891	50.0	25.3	24.7
1956	18.5	32.6	21.0
1996	5.2	21.0	73.8
2006 For PEI			
My observations: From 1891 to 1996, the percentage of workers in the primary sector changed _____. The percentage of workers in the tertiary sector _____.			

