Disneyland... the Canadian Way!

Saskatchewan School Library Association

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SASKATCHEWAN SCHOOL LIBRARY ASSOCIATION

Disneyland...the Canadian Way!

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"Disneyland is planning to open an amusement park in Canada. The big question is--where? Your class has been asked to come up with a proposal recommending the top three Canadian locations that would best support this business venture."

With this task, Ms. Joan Edward's Grade 5 class at Henry Janzen School embarked on an engaging learning experience requiring critical thinking, inquiry, and decision-making.

First, pairs of students used a pathfinder (http://learninglibrary.wikispaces.com/Canadian+Provinces) and an information organizer to gather facts about six categories: population, climate, land regions, economy, tourist destinations, and availability of transportation for one province or territory. This information was shared in jot-note form with the whole class using a wall-sized matrix in the classroom.
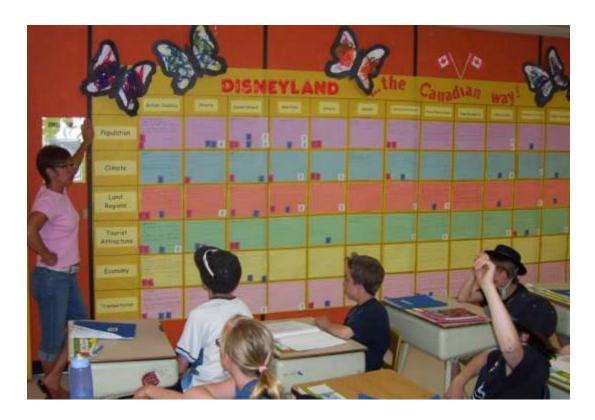

Next, students were placed in new groups to analyze categories of information across all thirteen provinces and territories. Each group identified and rated the top three provinces or territories for each category, providing reasons for their choices. This process involved discussion and revisiting of the facts.

Groups placed a one, two, or three on the classroom matrix to indicate their top three choices for each category.

Finally, a whole class discussion was held about observations and trends in the decision-making matrix. Each student made a final written recommendation for the best Canadian Disneyland location.

This project was developed collaboratively with the teacher-librarian. The goal was to transform a traditional-type assignment (i.e., write a report about a Canadian province or territory) into one requiring students to purposefully locate, analyze, and use information. Assessment and evaluation was ongoing, focusing on the learning *process*. Feedback from students indicated their enthusiasm and engagement throughout this project.

For ideas about how to transform traditional-type assignments into ones that require deeper thinking and application of learning, ask your teacher-librarian about the following books:

Loertscher, D. V., Koechlin, C., & Zwaan, S. (2005). *Ban those Bird Units: 15 Models for Teaching and Learning in Information-rich and Technology-rich Environments*. Salt Lake City, UT: Hi Willow Research and Publishing.

Loertscher, D. V., Koechlin, C., & Zwaan, S. (2007). *Beyond Bird Units! Thinking and Understanding in Information-Rich and Technology-Rich Environments*. Salt Lake City, UT: Hi Willow Research and Publishing.

(This article appeared originally in the June 2009 *Info,* a monthly newsletter about happenings in Regina Public Schools. *Info* is circulated only to employees of Regina Public Schools via email with a few paper copies sent to staff rooms.)

Canadian Disneyland Project – Teacher Notes

Process:

1. Introduce project by having students share Disneyland experiences. Show pictures, talk about location (use Google Maps or Google Earth). Build excitement and provide background information about the history of Disneyland and other Disney locations around the world. Hand out Request for Proposal (**Appendix 1**).

2. Form investigative teams--one for each province and territory. Each group will collect jot notes on one province or territory being sure to include information on the categories outlined in the Request for Proposal. Students collect information on Individual Information Organizer. Teach mini-lessons as needed on the following topics:
   - using online Subject Guide to locate information from a variety of sources
     http://learninglibrary.wikispaces.com/Canadian+Provinces
   - reading non-fiction text
   - making jot notes
   - cross-checking information using multiple sources
   - creating a bibliography (citing books, web pages, online encyclopedias)
   - working in a group

3. Develop a decision matrix on classroom wall to collect students' jot notes according to province or territory (see picture in article). Create new student groups to analyze the information in each category across all provinces and territories. Each group uses Disney Location Comparison Chart to reach a consensus on the three most favourable locations in each category.

4. Student groups use Disney Location Comparison Chart to plot their 1st, 2nd, and 3rd choices on the wall matrix. Hold a class discussion about the results.

5. Individual students complete My Proposal handout and My Project Reflection.

Information Sources:

See online Subject Guide - http://learninglibrary.wikispaces.com/Canadian+Provinces

Evaluation Suggestions:

* individual information organizer (chart) (6 categories X 4 marks each) **Appendix 2**

* jot notes for wall matrix (see earlier photo for an example of this matrix)

* bibliography (5 sources X 2 marks each)

* group participation rubric (use to provide ongoing feedback, one per student) **Appendix 3**

* Disney Location Comparison chart (one per group or one per student) **Appendix 4**

* My Proposal (one per student, 10 marks) **Appendix 5** and My Reflection **Appendix 6**

  - analysis is logical and insightful
  - final decision is based on data

Ways to extend student thinking and make real world connections:

So What?
Invite an expert, someone with experience in writing proposals for their career like a city worker or consultant, for a classroom visit. Have the class share their research and findings and ask for advice from the expert. For example, how could the student proposal be stronger? Have the expert share both positive and negative stories about real-life proposals in which they have been involved.

What Next?

Think about ways to become involved in a real proposal in the students' town, province, or country. Could students "shadow" a real project in our community?

Appendix 1

Request for Proposals: Disneyland is coming to Canada!

Task:

Disneyland is planning to open a new amusement Park in Canada. The big question is—"Where?" Location is everything. Tour class has been asked to come up with a proposal recommending the top three Canadian locations that could successfully support this business. You must take into consideration several elements that are critical to the location of a successful amusement park. These elements are:

- Population

    - What is the population of the province/territory?

    - Where do most people live?

    - What are the larger cities?

- Climate

    - What are the seasonal temperature ranges?

    - How much precipitation is received and in what forms?

- Land Regions

    - What is the relief of the land? (mountains, prairies, lakes, rivers)

    - What types of vegetation are common?

    - What types of wildlife are common?
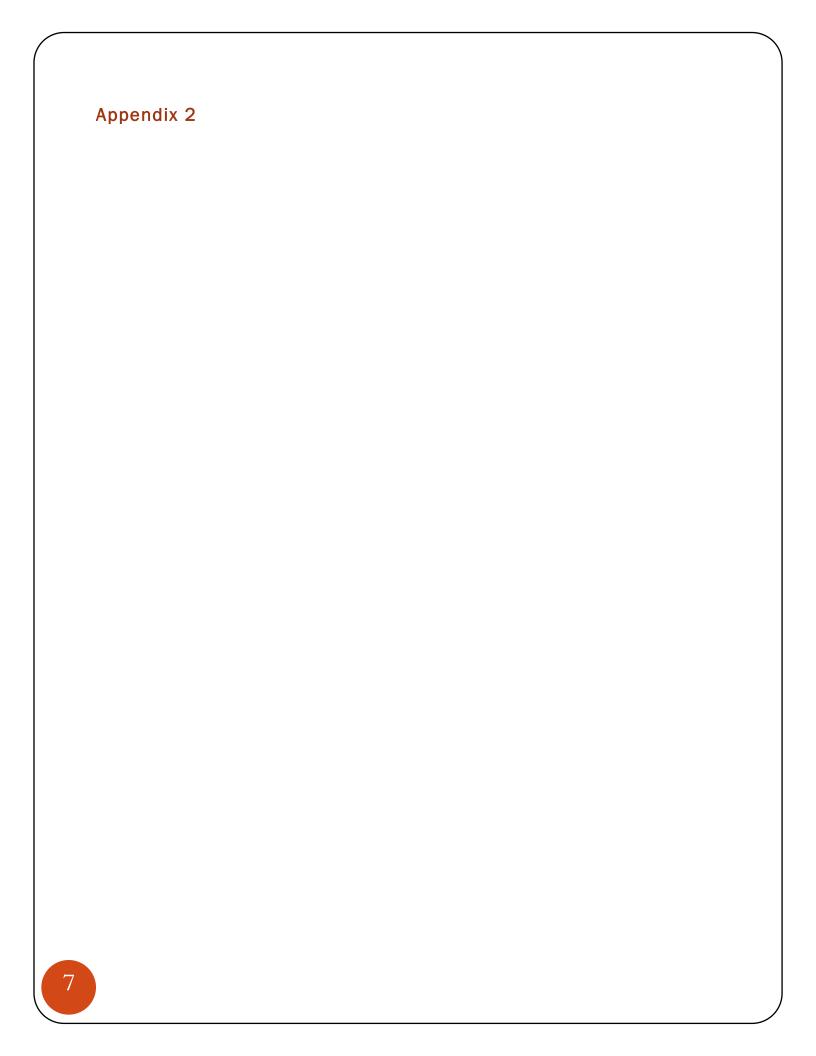
- Popular Tourist Destinations

    - What interesting attractions are already important to the province/territory? (arts, culture, entertainment, professional sports)

- Economy

    - What natural resources does the province/territory have?

    - What are the key industries? (manufacturing, agriculture, mining, forestry, services)

- Transportation

    - What main forms of transportation are readily available?

Appendix 2

Province / Territory: _____

Name: _____

Population	Climate	Land Regions

Tourist Attractions	Economy	Transportation

Appendix 3

Name: _____

Group Participation Rubric

Skills	Criteria				Points
	1 None of the time	2 Some of the time	3 Most of the time	4 All of the time	
Listening ➤ Listens respectfully to other's ideas. ➤ Asks questions to help clarify ideas.					
Participating ➤ Participates in each step of the process. ➤ Offers ideas & suggestions. ➤ Stays on task.					
Respecting ➤ Encourages and supports the ideas and efforts of others.					
Total Points					

Teacher Comments:

Appendix 4

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Disney Location Comparison Chart   Name: _____

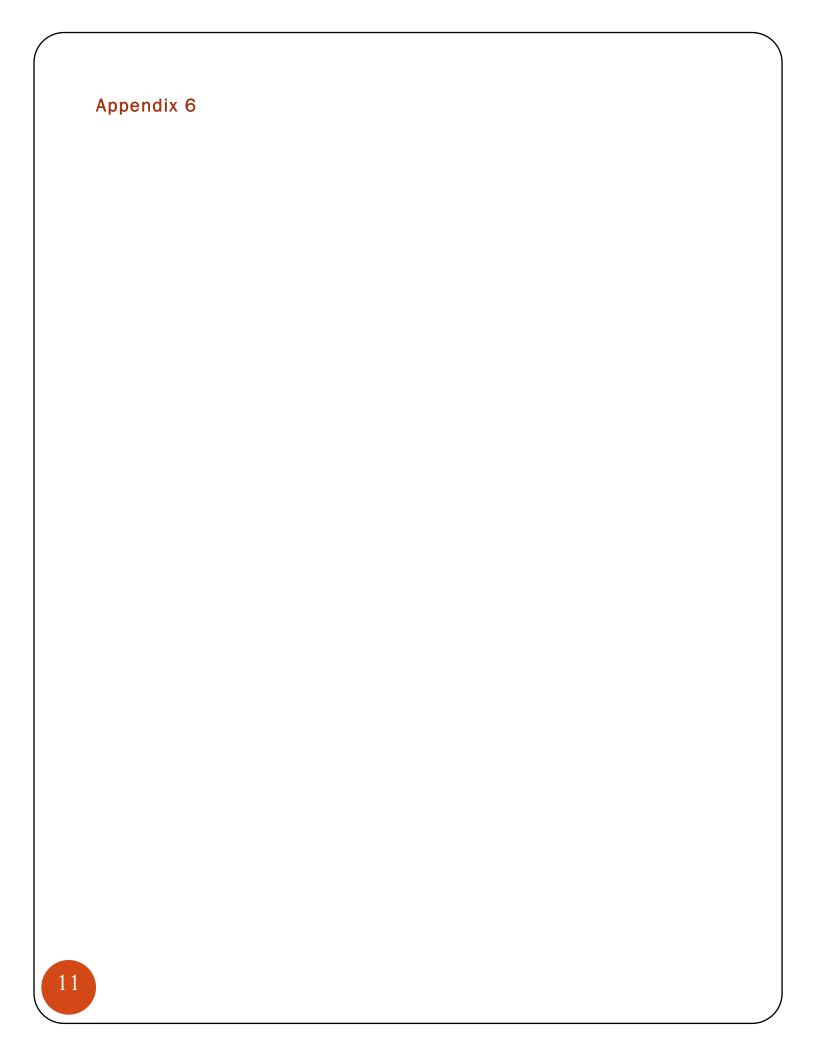|	1st Choice	2nd Choice	3rd Choice	Questions / Information Needs
Population * What is the population of the province/territory? * Where do most people live? * What are the larger cities?				
Climate * What are the seasonal temperature ranges? * How much precipitation is received and in what forms?				
Land Regions * What is the relief of the land? (mountains, prairies, lakes, rivers) * What types of vegetation are common? * What types of wildlife are common?				

Disney Location Comparison Chart   Name: _____

	1st Choice	2nd Choice	3rd Choice	Questions / Information Needs
Popular Tourist Destinations * What interesting attractions are already important to the province/territory? (arts, culture, entertainment, professional sports, etc.)				
Economy * What natural resources does the province/territory have? * What are the key industries? (e.g., manufacturing, agriculture, mining, forestry, services, etc.)				
Transportation * What main forms of transportation are readily available?				

Appendix 5

My Proposal & Rationale for Canadian Disneyland Locations

1st Choice: _____

2nd Choice: _____

3rd Choice: _____

My Rationale:

    My top recommendation for a Canadian Disneyland location is

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Appendix 6

My Project Reflection

Think about the Canadian Disneyland project that you have been working on. What comments do you have about the project in general?

_____

_____

_____

_____

What insights or big ideas did you learn about Canada?

_____

_____

_____

_____

What comments do you have about working with a group? (challenges, benefits)

_____

_____

_____

_____

Is there anything else that you would like to say?

_____

_____

_____

_____