

CANADIAN GEOGRAPHIC IN THE CLASSROOM

Article: ‘Discovery Interview – Prince Albert II’

Issue: September/October 2017

Keywords: ocean conservation, exploration, Prince of Monaco



Learning Goal:

In this activity students will investigate the relationship between conservation and exploration and consider environments they would like to help protect.

Materials:

- Sticky note paper
- *Canadian Geographic* magazine article – Discovery Interview – Prince Albert II
- Recording sheet – The Benefits of Exploration
- Documents that show examples of environmental threats to oceans (*not provided*)
- Google Earth (earth.google.com)

Lesson:

1. Define “conservation.”

Ask students how they define “conservation,” and have them write all their ideas down on sticky notes. Students will then share their ideas with the whole group.

2. Brainstorm ideas about environmental threats to the ocean.

Use a gallery-walk approach with students to generate ideas about conservation. Divide students into groups of three to five at each table, and have them rotate between tables. At each table, place documents that show examples of environmental threats to the ocean. Provide students with discussion questions to consider while analyzing the documents.

Examples of documents might include:

- Pictures of floating islands of plastic
- A table/chart showing rising temperatures in the ocean
- A picture or a newspaper article illustrating the problem of overfishing
- A picture or a newspaper article illustrating the problem of ocean acidification

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Examples of discussion questions could include:

- *What environmental issues do you see in this document?*
- *Where might this take place?*
- *What are the possible causes and consequences of this environmental issue?*

Each group will have three minutes to analyze the documents and discuss the questions, noting their answers on their recording sheet. At the teacher's signal, the groups will rotate to another document. Once each group has viewed all the documents, the teacher will lead a class discussion to explore the various threats to the environment presented in the documents.

3. Read the article on Prince Albert II.

Alone or with a partner, have students read the article on Prince Albert II. As students read, invite them to consider the connection between exploration and conservation.

4. Discuss as a whole class the connection between exploration and conservation.

How does exploration promote conservation? Why is this important in today's society? What are some ways in which you can participate in conservation?

Extending Your Geographic Thinking:

Invite students to explore another environment (e.g., forest, lake, wetland) using Google Earth or other tools. If the environment is local, take students on a field trip to have a field-based experience. Ask students to identify environmental threats and make a plan to promote the conservation of the space.

Possible sources for documents:

- [Plastic to outweigh all of the fish in the oceans by 2050 – Canadian Geographic](#)
- [National Geographic - Oceans](#)
- [Study finds marine heatwaves are becoming more frequent and intense - Canadian Geographic](#)

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RECORDING SHEET – THE BENEFITS OF EXPLORATION

Instructions:

With your group members, view and discuss the photographs and documents at your table. Record your analysis below.

| Document | Observations (Who, what, where, why, when, how) |
|----------|---|
| | |
| | |
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| | |