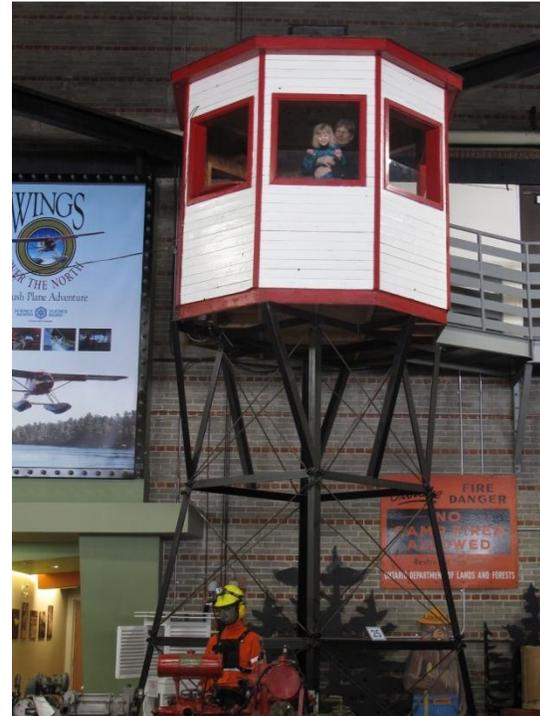




# CBHC Grade Eight Program



# INTRODUCTION

At the Canadian Bushplane Heritage Centre we are passionate about our Northern Ontario heritage. We are also very excited about educating the public on our many historical aircraft exhibits as well as forests and forest firefighting exhibits. Our Education Program will allow you to engage your students and give them a personalized, relevant and exciting new take on the curriculum.

Our program is developed with teachers in mind and will allow you to build on curriculum expectations before and after the tour that all tie into the materials presented in the tour. We would love to partner with you to allow your students to discover and learn about their Northern Ontario heritage and the exciting life as a bushplane pilot or forest fire fighter. Our tour guides are retired educators, MNR workers and/or pilots who love working with kids and students. Our experts make the experience one you and your students will never forget!

Our Grade Eight Program focuses on the history of the bushplane and the opening of the North and how both of these aided in the growth of Canada's economy. Students will have a chance to climb inside, play, touch and even "fly" with their classmates in an old Saunders passenger aircraft. Students will also discover how bushplanes help fight forest fires. We will ignite your student's imaginations and interest. Your class will learn quickly that adventure takes off at the Canadian Bushplane Heritage Centre!

For more information and preparation lessons please visit us at:  
[www.bushplane.com/education/lessons/gradeeight](http://www.bushplane.com/education/lessons/gradeeight)

You may also speak to someone for more information or to book your school tour at  
Toll Free: 1-877-287-4752  
Local: 705-945-6242

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# OVERVIEW OF CURRICULUM EXPECTATIONS

The following is a list of expectations from the grade eight curriculum that will be met by following the Canadian Bushplane Heritage Centre Grade Eight Program.

**Overall Expectation:**

Describe the characteristics of different types of economic systems and the factors that influence them, including economic relationships and levels of industrial development.

**Specific Expectation:**

Explain how the availability of particular economic resources influences the economic success of a region.

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**How:**

Students will take a guided tour of the timeline of the bushplane. They will learn about how the bushplane evolved as well as how it helped Canada to evolve. They will learn how the bushplane opened the north to new industry, transportation and growth in our economy. They will also learn that without the bushplane the advancements made in the mining, forestry and transportation industries would have never happened at the pace they did.

**Overall Expectation:**

Describe the characteristics of different types of economic systems and the factors that influence them, including economic relationships and levels of industrial development;  
Compare the economies of different communities, regions or countries, including the influence of factors such as industries, access to resources and access to markets.

**Specific Expectation:**

Identify and give examples of the three major types of industries – primary (resource), secondary (manufacturing) and tertiary (service) – and describe how these industries have developed in Canada.

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**How:**

Our tour guides will give a comprehensive tour of the timeline of the bushplane. Students will hear how the bushplane allowed for the growth of Canada's economy especially in the mining, forestry and transportation sectors.

**Overall Expectation:**

Describe the characteristics of different types of economic systems and the factors that influence them, including economic relationships and levels of industrial development.

**Specific Expectation:**

Formulate questions to guide and analyse research on economic influences and relationships.

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**How:**

We create an environment where students experience new terminology and where they see things they have never seen before. Our expert guides allow and encourage questioning while students discover all of this new and exciting information.

**Overall Expectation:**

Describe the characteristics of different types of economic systems and the factors that influence them, including economic relationships and levels of industrial development.

**Specific Expectation:**

Locate relevant information from a variety of primary and secondary sources.

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**How:**

The guides and the tour of the Bushplane Heritage Centre will serve as a primary source of information for students that they will be able to recall or make notes for future use on tests, quizzes, reports or projects.

**Overall Expectation:**

Describe the characteristics of different types of economic systems and the factors that influence them, including economic relationships and levels of industrial development.

**Specific Expectation:**

Use appropriate vocabulary to describe their inquiries and observations.

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**How:**

We create an environment where students experience new terminology and where they see things they have never seen before. Our expert guides allow and encourage questioning while students discover all of this new and exciting information.

# GRADE EIGHT LESSONS

Associated lessons are encouraged before and the field trip. Many students may not have been to a museum and it is helpful to establish the rules of a museum as well as get them excited to come and experience all the fun adventures they are about to have. The following activities are all optional; our tours are developed to be stand-alone and pre or post lessons are not required to experience a field trip at the Canadian Bushplane Heritage Centre.

You can use one lesson or a combination of lessons to aid your students in their experience. All the resources for the activities are supplied and most of the suggested books may be lent out through our own library for up to one week. Some books are also noted to be in the Public Library for teachers to take out for longer periods of time.

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## Lesson 1

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### Students Will Discover:

- The three major types of industry: Primary, secondary and tertiary.
- Create a glossary of new vocabulary for the unit.
- Examine the elements of an economic system tracing a product back to its origin.

### Materials:

- Grouping 20 Items worksheet
- Elements of an Economic System worksheet
- Chart paper
- Markers

### Lesson:

1. Teacher will explain to the students that in small groups, they will examine a list of 20 items and that they must decide how to separate the items into four groups, then three groups and then two equal groups. They will use chart paper to categorize the items.
2. Students will brainstorm a title for each group and provide a rationale for their choices. The charts can be posted around the classroom so that students can compare results.
3. A reporter from each group will present the group's findings to the class.
4. Teacher will direct a discussion to lead students to understand, if they have not already, that in the two groups, 10 of the items can be labelled as goods and 10 labelled as services.
5. Using the list of goods from step 4, the teacher will pose the following questions:
  - a) Where does it come from (natural resource)?
  - b) How was it produced?
  - c) For who is it produced (Whom uses it)?
  - d) How is it distributed?
6. Students will complete a visual organizer (Elements of an Economic System worksheet). Teacher could complete an example with the students (e.g., pencil - tree/forest; made in a factory; students, teachers, artists, etc.; train, truck, ship).
7. Have students will begin a glossary section in their notebooks to record the important terms and definitions of the unit including: goods, services, economic systems.
8. After examining the 20 items in this task, students might consider the following questions.
  - a) How many of the goods do I have?
  - b) How many do I need?

## Grouping 20 Items

### Instructions:

1. The chart below is reserved for a special grouping of the items. In the mean time, don't write on it. Read the following instructions carefully.
2. With your group, carefully examine the items listed below. Discuss how the 20 items could be divided into 4 groups. You will have to choose a criterion to do this. Use a chart paper to list these groups and title each according to the criterion you used to make it.
3. See if your group can sort the items into 3 groups and give each a title, recording on your chart paper.
4. See if you can make 2 groups and give each a title, recording your sorting in the following chart.
5. Now comes a big challenge! Examine the list carefully and see if you can divide the items into 2 equal groups. Title each group.

**Car**  
**Boat**  
**Dirt bike**  
**Tanning salon**  
**Chair**

**Hospital**  
**Pen**  
**Cheese**  
**Optometrist**  
**Auto mechanic**

**School**  
**Doctor**  
**Egg**  
**Fire hall**  
**Computer**

**Police station**  
**Piano**  
**Hairdresser**  
**Clock**  
**Dentist**

Title:	Title:
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

## Grouping 20 Items Answer Key

### Instructions:

1. The chart below is reserved for a special grouping of the items. In the mean time, don't write on it. Read the following instructions carefully.
2. With your group, carefully examine the items listed below. Discuss how the 20 items could be divided into 4 groups. You will have to choose a criterion to do this. Use a chart paper to list these groups and title each according to the criterion you used to make it.
3. See if you can group the items into 3 groups and give each a title, recording your chart paper.
4. See if you can make 2 groups and give each a title, recording your sorting in the following chart.
5. Now comes a big challenge! Examine the list carefully and see if you can divide the items into 2 equal groups. Title each group.

**Car**  
**Boat**  
**Dirt bike**  
**Tanning salon**  
**Chair**

**Hospital**  
**Pen**  
**Cheese**  
**Optometrist**  
**Auto mechanic**

**School**  
**Doctor**  
**Egg**  
**Fire hall**  
**Computer**

**Police station**  
**Piano**  
**Hairdresser**  
**Clock**  
**Dentist**

Title: Goods	Title: Services
1. Car	1. Tanning salon
2. Boat	2. Hospital
3. Dirt Bike	3. Optometrist
4. Chair	4. Auto Mechanic
5. Pen	5. Doctor
6. Cheese	6. Fire Hall
7. Egg	7. Police Station
8. Computer	8. Hairdresser
9. Piano	9. Dentist
10. Clock	10. School

## Elements of an Economic System

Good	Where does it come from? (raw material)	How is it produced?	For who is it produced? (who uses it)	How is it distributed?
<b>Pencil</b>	Tree/forest	In a factory	Students, teachers, artist etc.	Train, truck, ship to store
<b>Car</b>				
<b>Boat</b>				
<b>Dirt Bike</b>				
<b>Chair</b>				
<b>Pen</b>				
<b>Cheese</b>				
<b>Egg</b>				
<b>Computer</b>				
<b>Piano</b>				
<b>Clock</b>				

## Elements of an Economic System Answer Key

<b>Good</b>	<b>Where does it come from? (raw material)</b>	<b>How is it produced?</b>	<b>For who is it produced? (who uses it)</b>	<b>How is it distributed?</b>
<b>Pencil</b>	Tree/forest	Wood is formed into a product in a factory	Students, teachers, artist etc.	Train, transport, ship to store
<b>Car</b>	Minerals in ground	Steel making factory	Adults	Train, transport, ship to dealerships
<b>Boat</b>	Tree/forest or minerals in ground	Wood or steel is made into parts & assembled in factory	Boaters	Transport, train ship to dealerships
<b>Dirt Bike</b>	Minerals in ground	Metals are made to parts in factory	Bikers	Transport, train, ship to dealership
<b>Chair</b>	Tree/forest	Wood is made into parts & assembled in factory	People, kids, adults	Shipped to stores by truck, ship or train
<b>Pen</b>	Minerals	Plastic & ink is manufactured in factory	Teachers, workers, students, etc.	Shipped to stores by truck, ship or train
<b>Cheese</b>	Cow's milk	Milked out of a cow then curdled	Families	Shipped to stores by transport to grocery store
<b>Egg</b>	Chickens	Taken from chickens & put in cartons	Families	Shipped to stores by transport to grocery store
<b>Computer</b>	Minerals in ground	Refined into materials in factory or plant	Businesses, homes, personal use etc.	Shipped to stores by transport, ship, train or air
<b>Piano</b>	Trees/forest	Wood is turned into piano parts in factory	Musicians	Shipped to stores by transport, ship or train
<b>Clock</b>	Minerals in ground	Minerals made into parts and assembled in factory	All people	Shipped to stores by transports, ship or train

## Lesson 2

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### Students will discover:

- The three major types of industry: Primary, secondary and tertiary.
- Create a glossary of new vocabulary for the unit.
- Examine the elements of an economic system tracing a product back to its origin.

### Materials:

- Pictures or actual products of goods such as wood, chair, tomato, apple, etc.
- Chart paper
- The Tree Types of Industries worksheet

### Teaching / Learning:

1. Display a variety of labelled pictures and/or actual products of goods for the students to examine (wood, chair, tomatoes, cans of fruit or vegetables, etc.).
2. With the students, trace the origin of these products (i.e., wood is from a tree in the forest; the chair is from a retailer, who got it from a factory, that made it from the wood they got from the saw mill, that obtained it from the forestry company, that got it from a tree in the forest.)
3. Introduce the three main types of industries (primary/resource, secondary/manufacturing and tertiary/service) and place them as headings on chart paper/chalk board/overhead. Students can do the same in their notebooks.
4. Students will be asked to place the labels from the pictures or products from step 1 under the appropriate industry heading.
5. Students complete a visual organizer The Three Types of Industries to display the three types of industries: primary, secondary and tertiary. Students will decide where to place each of the given industries on the chart.
6. Place important terms in glossary: primary/resource, secondary/manufacturing and tertiary/service industries.

Name: \_\_\_\_\_

## The Three Types of Industries

Place each of the following in the correct section of the chart:

- |                     |                   |                |            |
|---------------------|-------------------|----------------|------------|
| Mining              | Schools           | Fishing        | Dentist    |
| Hospital            | Automobile makers | Jewellers      | Doctor     |
| Construction        | Food processing   | Communications | Bank       |
| Government agencies | Fish canneries    | Transportation | Forestry   |
| Farming             | Retail Store      | Theatre        | Restaurant |
| Steel makers        | Sports teams      | Boat builder   | Hotel      |

<b>The Three Types of Industries</b>		
<b>Primary Industry (Resource)</b>	<b>Secondary Industry (Manufacturing)</b>	<b>Tertiary Industry (Service)</b>

## The Three Types of Industries Answer Key

Place each of the following in the correct section of the chart:

Mining	Schools	Fishing	Dentist
Hospital	Automobile maker	Jewellers	Doctor
Construction	Food processing	Communications	Bank
Government agency	Fish canneries	Transportation	Forestry
Farming	Retail Store	Theatre	Restaurant
Steel maker	Sports teams	Boat builder	Hotel

<b>The Three Types of Industries</b>		
<b>Primary Industry (Resource)</b>	<b>Secondary Industry (Manufacturing)</b>	<b>Tertiary Industry (Service)</b>
mining	automobile maker	retail store
forestry	steel maker	school
fishing	jeweller	bank
farming	boat builder	hospital
	fish canneries	dentist
	construction	communications
	food processing	sports team
		hotel
		government agency
		doctor
		transportation
		restaurant
		theatre

## **Suggested Reading:**

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**Eyewitness Books: Economy**, Johnny Acton  
DK, 2010.

- ❖ Eyewitness Economy unravels the mysteries and paradoxes of how economies work or fail. Illustrated throughout with illuminating photos, the book answers questions such as: why is money valuable, why do recessions happen and why are some countries rich and others poor?