The Peel Watershed  
Assessing the Complexities of a Land Use Issue

Lesson Overview
In this lesson, students will use the Canadian Atlas Online to locate and gather information about the Peel Watershed. They will explore the Recommended Peel Watershed Land Use Plan to identify land use issues and different viewpoints on development in the Peel Watershed. Finally, students will develop an advertisement that expresses their personal position on the issue.

Grade Level
Grade 12

Time Required
Two 90 minute classes

Curriculum Connection (Province/Territory and course)
Yukon, Geography 12 (British Columbia curriculum)

Additional Resources, Materials and Equipment Required
- Identifying Bias in Video: The Peel Watershed (attached)
- Advertisement Criteria (attached)
- Access to computers, a projector and the internet

Websites:
Canadian Atlas Online Watershed Awareness theme

Protect your Watershed: An interactive guide to taking action
http://www.canadiangeographic.ca/watersheds

The Big Wild Org. – Protect the Peel video
http://www.thebigwild.org/video/protect-yukons-peel-watershed

CBC News “Peel watershed debate heats up in Whitehorse”

“Clash Over Paradise”

Peel Watershed Planning Commission
http://www.peel.planyukon.ca/index.html
Yukon Chamber of Mines response
http://www.yukonminers.ca/Libraries/Documents/Dec_20th_PR_on_Peel_and_Staking_moratorium_1.sflb.ashx

CPAWs information on the Peel Watershed
http://cpaws.org/mt/mt-search.cgi?IncludeBlogs=7&search=peel+watershed

Protect the Peel
http://protectpeel.ca/

Peel Watershed Recommended Land Use Plan
http://www.peel.planyukon.ca/downloads/RLUP.html

Main Objective
Students will understand the complex nature of the land use issues surrounding the Peel Watershed Regional Land Use Plan.

Learning Outcomes
By the end of the lesson, students will be able to:

- assess the various considerations involved in resource management;
- assess the environmental impact of human activities;
- apply effective written, oral and graphic communication skills to this topic.
### The Lesson

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
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<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Show students the following quotation:</td>
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"Located in NE Yukon this vast and exquisite wilderness Watershed is the size of Scotland. We have the opportunity to protect the unspoiled waters and wilderness of this area before the region is industrialized with roads, mining, oil and gas.

It is well deserving of protection! Its stunning mountains and pristine river valleys provide important wildlife habitat in a rich landscape. It is a refuge for both the human psyche and species adapting to a changing climate. As places like this become increasingly rare we have a profound global responsibility to pass these wonders of nature on to future generations.

The Draft Peel Watershed Land Use Plan was released April 28\(^{th}\), 2010. It proposes 11% protection." (Source: The Big Wild Org.)

As a class, comment on the quote and use it to discuss bias.

Repeat the above activity with this quotation from the Yukon Chamber of Mines President, Charles Schulze: ‘Schulze said environmental protection and mineral exploration can co-exist in the watershed, but how the area is protected depends on how governments regulate activity.

"What we would consider protection is that you have a stringent regulatory regime that bases its mitigation on sensitivity of the area," he said.

That regulatory regime could include having..."

Read and comment on any bias in the quotation.

Read the quotation and discuss bias.
reclamation plans and funds in place for when mining operations there are complete, Schulze said.’ (Source: CBC News “Peel watershed debate heats up in Whitehorse”)

Distribute the student activity sheet entitled *Identifying Bias in Video: The Peel Watershed*. Instruct students to complete the first column of the activity sheet while they watch the "Protect the Peel" video by the Big Wild Org.

Next, show the video “Clash over Paradise” and ask students to complete the second column of their activity sheet.

| Lesson Development | Both videos viewed by students promote a protectionist attitude towards the Peel Watershed. Discuss the following questions with students using the THINK, PAIR, SHARE strategy:

  - Who wants to protect the Peel?
  - Who wants to develop the Peel and why?
  - What arguments exist for developing parts of the Peel Watershed?
  - To what extent, if at all, is development necessary in order to facilitate economic growth in the Yukon?

Choose several pairs of students to share their ideas with the class.

Ask students to locate the Peel Watershed using the resource entitled “Protect Your Watershed: An interactive guide to taking action”.

Instruct students to estimate the size of the Peel Watershed in relation to the entire Yukon Territory and in relation to Canada as a whole.

Discuss the impact of changes to this watershed based on the size and location of the watershed. Discuss the following questions:

  - What are the potential impacts of development in the area?
  - Name some of the potential economic

| | Watch the video and complete the first column on the activity sheet.

Watch the video “Clash Over Paradise” and complete the second column of the activity sheet.

| | Brainstorm thoughts on the questions individually. Share ideas with a partner and then with the class.

| | Locate the Peel Watershed.

| | Engage in a class discussion of the questions/issues around the potential development of the Peel Watershed.
activities in this region.

- What might the financial benefit of these activities be to the population and surrounding communities?

In pairs or small groups, defend a position on the development of the Peel Watershed from the perspective of one of the stakeholders. Choices may include (but are not limited to):

- First Nations (can use a specific band)
- Oil/Gas Industry
- Yukon Mining Association
- CPAWS or The Big Wild Org.
- Provincial or Federal Government
- Other... (with the approval of the teacher)

Create an advertisement that supports your position. The advertisement must include the following:

- A detailed outline of your group’s position
- Specific examples and facts to support opinions
- Use of advertising techniques as demonstrated in the sample video – e.g. appeal to emotion, bias, visual impact, tone etc.
- Map of the Peel Watershed
- Historical background to the area
- A bibliography of sources

Students can use a variety of multimedia to present the advertisement: webpage, radio broadcast, video, online, paper, etc.

Direct students to the material on Canadian Atlas Online Watershed Awareness theme as well as the websites in the Additional Resources section of this lesson plan.

Students may also choose their own sources of information.

Choose a perspective and create an advertisement that defends a position on the Peel Watershed.
Evaluate student advertisements using the attached Advertisement Criteria.

<table>
<thead>
<tr>
<th>Conclusion</th>
<th>Students analyse the Recommended Peel Watershed Regional Land Use Plan and write a final essay on one of the two listed topics.</th>
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</thead>
<tbody>
<tr>
<td>Ask students to analyse the Recommended Peel Watershed Regional Land Use Plan summary document (see Additional Resources for the website link.)</td>
<td>Assign a final essay on one of the following two topics:</td>
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<tr>
<td>Assign a final essay on one of the following two topics:</td>
<td>1. Assess the various considerations involved in decision making around resource management in the Peel Watershed, including:</td>
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<td></td>
<td>o Sustainability</td>
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<td></td>
<td>o Availability</td>
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<td></td>
<td>o Social and cultural consequences</td>
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<td></td>
<td>o Economic consequences</td>
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<td></td>
<td>o Political consequences</td>
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<tr>
<td>2. Assess the environmental impact of human activities on the Peel Watershed region.</td>
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**Lesson Extension**
- Present advertisements to the class.
- Write a letter to the government or a newspaper expressing your view on the Peel Watershed. Join an action group. Write an opinion for a youth magazine or an online website such as Historica’s FYI Canada at: http://fyicanada.ca/index.do;jsessionid=88C2D2E72E8F538C4E85EB6E5560EDD3.tomcat1

**Assessment of Student Learning**
- Advertisements can be assessed using the Advertisement Criteria sheet (attached).
- Essay assessment criteria can be located at: http://www.bced.gov.bc.ca/exams/specs/grade12/geo/08_scoring_guide.pdf

**Further Reading**
- Watersheds of Canada poster-map
- The Source of life
- RBC Bluewater Foundation
  http://bluewater.rbc.com/
- Recommended Peel Watershed Regional Land Use Plan
  http://www.peel.planyukon.ca/index.html
Link to Canadian National Standards for Geography

Essential Element #5: Environment and Society
- Use and sustainability of resources

Geographic Skill #1: Asking Geographic Questions
- Plan and organize a geographic research project (e.g. specify a problem, pose a research question or hypothesis and identify data sources).
## Identifying Bias in Video: The Peel Watershed

<table>
<thead>
<tr>
<th></th>
<th>VIDEO #1: The Big Wild Org.</th>
<th>VIDEO #2: Clash Over Paradise</th>
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<tbody>
<tr>
<td>How does the video describe the Peel Watershed?</td>
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<tr>
<td>Name the stakeholders identified in the video.</td>
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<tr>
<td>List any persuasion techniques used in the video? (Consider visual and sound techniques as well as word choice.)</td>
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<tr>
<td>List the main argument made in the video.</td>
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<tr>
<td>What bias is shown in the video?</td>
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<tr>
<td>List any counter arguments presented in the video.</td>
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</table>
**Advertisement Criteria**

**Group Members:**

**Topic:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Score</th>
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<tbody>
<tr>
<td>Detailed outline of your group’s position using specific, relevant examples</td>
<td>/15</td>
</tr>
<tr>
<td>Use of advertising techniques including emotional appeal, bias, visual impact, tone etc.</td>
<td>/5</td>
</tr>
<tr>
<td>Accurate map of the Peel Watershed</td>
<td>/5</td>
</tr>
<tr>
<td>Accurate historical background provided</td>
<td>/5</td>
</tr>
<tr>
<td>Includes a properly formatted bibliography of sources</td>
<td>/5</td>
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<tr>
<td>Overall impact</td>
<td>/5</td>
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<tr>
<td><strong>Total</strong></td>
<td>/40</td>
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</table>

5 – exceeds expectations  
4 – fully meets expectations  
3 – meets expectations  
1 - 2 – does not meet expectations

**Comments:**