Social Studies 7

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

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| --- | --- | --- |
| 1a) Using a diagram  with labels, explain what hydraulic fracturing (fracking) is.  b) Explain how hydraulic fracturing is different from seismic testing. | 2. Why is the government of New Brunswick interested in pursuing hydraulic fracturing? (minimum three reasons) | 3. What are the  main concerns that the protesters have with hydraulic fracturing? (minimum 3) |
| 4. Create a time line for the protest in Rexton. Be sure to pinpoint the time when it turned from being peaceful to when it stopped being peaceful, and when the protests spread beyond Rexton. | 5. Why has this  become such an important issue to First Nations people? Explain your answer using details. | 6. What challenges  does the protest present for the people of Rexton?  How has this protest influenced others across Canada? |

Hydraulic Fracturing Project:

1. All students will complete Question #1.
2. Students will choose two other squares to complete. The squares you are selecting must be approved by Mrs. Kierstead before commencing.
3. Assessment rubric is displayed below. Each activity will be valued at 10 marks. An additional 10 marks will be added for use of class time. Rubric is below.

Activity Rubric:

|  |  |  |  |
| --- | --- | --- | --- |
| Category #1 | 5 | 4 | 3 |
| Originality | This activity displays an amazing amount of originality and creativity. | The activity displays a great amount of originality and creativity. | The activity displays a good amount of originality and creativity. |
| Content | Student has presented all of the required information. Extra effort is evident. | Student has presented all of the required information. | Student has presented most of the required information. |

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| --- | --- | --- | --- |
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| Content | Student has presented all of the required information. Extra effort is evident. | Student has presented all of the required information. | Student has presented most of the required information. |

Class time Rubric:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 5 | 4 | 3 | 2 |
| Overall use of class time during project | Used time well during each class period. Focused on getting the project done and was never distracted by others | Used time well during each class period. Usually focused on getting the project done and was rarely distracted by others. | Used some of their time well during each class period. Somewhat focused on getting the project done and was occasionally distracted by others. | Did not make productive use of class time OR was often distracted by others or was a disruption themselves. |