

How did activism play a role in the development of the Great Bear Rainforest?

In this activity, students learn how several groups came together to preserve an immensely valuable tract of coastline, temperate forest, and marine area. Canadian Margaret Mead once said, “Never doubt that a small group of thoughtful, committed, citizens can change the world. Indeed, it is the only thing that ever has” (cited in McMickle, 2014, para. 1). Referring to the Great Bear Rainforest, Richard Brooks, a forest campaign coordinator for Greenpeace Canada, stated, “It should give hope to other areas that are currently in conflict, that those conflicts can move towards collaboration and eventually to conservation and economic prosperity and well-being for communities” (cited in Morrow, 2016, para. 18).

Learning Objectives

Students will:

- Familiarize themselves with the Great Bear Rainforest region and its significance
- Recognize that the Great Bear Rainforest is now a protected site
- Analyze the meaning of Alice Walker’s definition of activism: “Activism is the rent I pay for living on this planet” (cited in Juma, 2018, para. 20)
- Examine the activism of youth leader Takaiya Blaney and her work in environmental and Indigenous rights matters on the Northwest Coast.
- Recognize the role that activism played in other coastal logging areas (e.g., Haida Gwaii and Clayoquot) and its role in the development of the Great Bear Rainforest
- Identify the stakeholders involved in the development of the Great Bear Rainforest
- Generate a list of groups who participated in Great Bear Rainforest consultations; identify the position that these groups brought to the table; and identify groups that allied with them to build solidarity [For a shorter version of the activity, have them identify only the major groups involved]
- Examine a timeline of events that led to the development of the Great Bear Rainforest and create a condensed version of their own
- Research a scenario where activism has played a role in the development of a protected area

Preparing for the Activity Plan

- Read the background information and preview the videos and websites.
- This activity could require between two to five classes, depending on how much you want to cover and the skills you want to develop.

Materials

- whiteboard
- computer and projector
- student computers / tablets/ devices
- access to the Internet
- Blackline Master 1: Great Bear Rainforest Activism Timeline
- Blackline Master 2: What role did activism play in the development of the Great Bear Rainforest?
- Blackline Master 3: Timeline of Events That Helped Shape the Great Bear Rainforest Agreement
- Blackline Master 4: How has activism helped to preserve a special place, animal, and/or cultural site?
- Blackline Master 5: Rubric: How did activism play a role in the development of the Great Bear Rainforest?

Background Information and Resources

General Information

The Great Bear Rainforest is an area larger than Vancouver Island that extends north along British Columbia's central coast to the Alaska border, and westward to Haida Gwaii in the Pacific Ocean. It was officially declared a permanently protected area in February 2016. The area is the largest coastal temperate rainforest in the world and is home to bears, wolves, and eagles, as well as whales, sea otters, and a myriad of other flora, fauna, and marine life. It is most noted for the white-fur Kermode bear; one in every nine black bears are white. Situated on the unceded territories of more than twenty First Nations, the area is rich in history, culture, and sustainable practices. Collaboration among First Nations, timber firms, environmental groups, British Columbia's government, and other interest groups produced an unprecedented win for the world – the preservation of the Great Bear Rainforest. This achievement is a monumental testimony to what can be accomplished when people work together.

According to the Government of British Columbia (2016) the highlights of the agreement are the following:

- The Great Bear Rainforest Announcement outlines the forest practices for the area and increases the amount of protected old-growth forest from 50% to 70%
- The agreement also addresses First Nations' cultural heritage resources, freshwater ecosystems, and wildlife habitat.
- The amount of habitat protected for marbled murrelet, northern goshawk, grizzly bear, mountain goat, and tailed frog will increase as each new reserve is developed.
- The Province signed agreements with the aligned Coastal First Nations, Nanwakolas Council, and other individual First Nations to address specific concerns identified by First Nation communities. Most notably, many First Nations will have an increased stake in the region's forest sector.
- The Province has also updated agreements with Coastal First Nations, Nanwakolas Council and other individual First Nations to increase their allocation of forest carbon credits to sell and utilize for development projects of importance to them.
- In 2015, working with many of the same First Nations and employing the same ecosystem-based management approach, four Marine Plans for the areas next to the Great Bear Rainforest were completed through the Marine Plan Partnership.
- With the Great Bear Rainforest and Marine Plan Partnership combined, the largest land and marine ecosystem in the world will be managed using [ecosystem-based management] (EBM) (p. 1).

The area is protected, as are some logging operations, First Nations socio-economic activities, and community businesses:

- First Nations are now co-decision makers, along with the provincial government of British Columbia. Government-to-government agreements will promote the vitality of Indigenous communities and their culture;
- Every year, logging companies are required to report how they are achieving their conservation targets... (Stand.earth, 2020, para. 3)

BC First Nations and the Great Bear Rainforest

First Nations have lived in the Great Bear Rainforest region for over ten thousand years. The following First Nations participated in the Great Bear Rainforest agreement (Coast Funds, 2015, p. 4):

Da'naxda'xw awaetlala (Knight Inlet)	Kitsumkalum
Dzawada'enuxw Tsawataineuk (Kingcome Inlet)	Gwa'sala-'Nakwaxda'xw
Gitanyow (Kitwanga River)	Gitxaala
Gitga'at (Hartley Bay)	Gwawaenuk
Gitxaala (Kitkatla)	Dzawada'enuxw
Gwa'sala-'nakwaxda'xw (Port Hardy)	Tlowitsis
Gwawaenuk (Hopetown/Watson Island)	Kwiakah
Haida (Haida Gwaii)	Kwikwasut'inuxw Haxwa'mis
Haisla (Kitimaat)	We Wai Kai (Cape Mudge)
Heiltsuk (Bella Bella)	Metlakatla
Kitasoo/Xai'xais (Klemtu)	Nuxalk
Kitselas (Terrace)	Ulkatcho
K'ómoks (Comox)	Wuikinuxv
Kwiakah (Phillips Arm/Frederick Arm)	Da'naxda'xw/Awaetlala
Nisga'a	Namgis
Kitselas	Xwémalhkwu (Homalco)
Lax Kw'alaams	Mamalilikulla-Qwe'Qwa'Sot'Em
	Wei Wai Kum (Campbell River)

Stakeholder Groups Represented in the Great Bear Rainforest Agreement

Various groups formed an alliance and later worked with other groups to build more solidarity (STAND.earth, 2020):

- **Coastal First Nations – Great Bear Initiative**
An alliance of Wuikinuxv Nation, Heiltsuk, Kitasoo/Xaixais, Nuxalk Nation, Gitga'at, Metlakatla, Old Massett, Skidegate, and Council of the Haida Nation
<https://coastalfirstnations.ca>
- **Nanwakolas Council**
An advocacy, technical and coordination support vehicle for member First Nations: Mamalilikulla Qwe'Qwa'Sot'Em; Tlowitsis; Da'naxda'xw Awaetlatla; Gwa'sala-'Nakwaxda'xw; We Wai Kum; Kwiakah; K'ómoks First Nations
<http://www.nanwakolas.com/>

- **Province of British Columbia**
Oversaw collaboration and consensus
<https://greatbearrainforest.gov.bc.ca>
- **Rainforest Solutions Project**
A joint project of Stand.earth (formerly ForestEthics), Greenpeace, and Sierra Club BC with Tides Canada Initiative
<http://www.savethegreatbear.org>
- **Coast Forest Conservation Initiative**
An industry alliance of BC Timber Sales, Interfor, Western Forest Products, Catalyst Paper, Howe Sound Pulp and Paper.
<https://www.coastforestconservationinitiative.com>

Before the Great Bear Rainforest

Differences as to whether old-growth forest should be preserved or logged has led to conflict on the West Coast of BC in places such as Vancouver Island (e.g., Clayoquot Sound), Haida Gwaii, and in the Great Bear Rainforest region. Initially, conflict brewed in nearby Haida Gwaii, primarily in regard to the logging of certain areas. Tensions culminated when Haida Elders and youth, alongside activist allies, began blocking logging trucks. In 1993, the second largest mass arrest in Canadian history took place:

The 1980s and early 90s were an era of conflict in British Columbia's rainforests. As public concern erupted over logging methods, forest companies were forced into the media spotlight, where they defended their practices and challenged their critics. On Haida Gwaii, Haida Elders and youths stood side by side with environmental groups to block the logging trucks and protect large portions of Haida Gwaii.

Following in the Haida's footsteps, activists fought valley-by-valley to protect the remaining 13 intact watersheds on Vancouver Island, culminating in 1993 when over 900 people were arrested trying to prevent logging in Clayoquot Sound. It was the largest mass arrest in Canadian history [at that time]. And it was time for change. (Coast Funds, 2015, para. 6)

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The Beginnings of the Great Bear Rainforest

Environmental groups urged domestic and overseas buyers to boycott the purchase of lumber from the area, mainly old growth forest products. Eventually though, a number of groups allied, including several First Nation groups, and ventured on a pathway of collaboration, compromise, and cooperation. The logging companies (e.g., Canadian Forest Products, Catalyst Paper, International Forest Products and Western Forest Products) were willing to meet with environmental groups (e.g., Greenpeace, Sierra Club, Forest Ethics Solutions, Rainforest Action Network, First Nations leaders, and provincial leaders). Many of the environmental groups allied as the Rainforest Solutions Project, and this expanded into the Joint Solutions Project—"a structure that facilitated a broader dialogue with First Nations, the BC government, labour groups, and local communities" (Smith & Sterritt, 2016, p. 5). A deal was eventually established.

Additional Resources

Videos

Great Bear Rainforest in 4K—Exploring British Columbia, Canada (3:26)

<https://www.youtube.com/watch?v=7wWQ-0CKv1M>

Enter the Great Bear Rainforest (4:36)

<https://www.youtube.com/watch?v=js1rnKPAne0>

The Secrets of Great Bear Rainforest—National Geographic Documentary (45:54)

<https://www.youtube.com/watch?v=ldMotRW9bcE>

Conserving Canada's Great Bear Rainforest (11:52)

<https://www.youtube.com/watch?v=rjWBf3Lt0LU>

Great Bear Rainforest—National Geographic (3:02)

<https://www.youtube.com/watch?v=qhLRn3fU31w>

Articles

Thunder in the air

This *National Observer* article by Elizabeth McSheffrey (Feb. 26, 2016) is an overview of events that led to creation of the Great Bear Rainforest.

<https://www.nationalobserver.com/2016/02/25/canadas-coastal-indigenous-people-gain-power-through-great-bear-rainforest-agreement>

From Conflict to Collaboration: The Story of the Great Bear Rainforest

Refer especially to pages 1-6.

<https://coastfunds.ca/wp-content/uploads/2016/02/StoryoftheGBR.pdf>

Getting to Know More About the Great Bear Rainforest

This article includes a timeline of events involved in the establishment of the Great Bear Rainforest, up to 2014.

<https://globalnews.ca/news/2491218/getting-to-know-more-about-the-great-bear-rainforest/>

Since 13, he's been fighting to protect B.C.'s spirit bear

This *Globe and Mail* article by Farah Mohamed (Sept. 26, 2011; updated May 3, 2018), describes the role that Simon Jackson played in the development of the Great Bear Rainforest.

<https://www.theglobeandmail.com/life/giving/since-13-hes-been-fighting-to-protect-bcs-spirit-bear/article558627/>

Premier Clark announces landmark Great Bear Rainforest agreement

This is *National Observer* article by Elizabeth McSheffrey (Feb. 26, 2016) about the Great Bear Rainforest agreement.

<https://www.nationalobserver.com/2016/02/01/news/premier-clark-announces-landmark-great-bear-rainforest-agreement>

Key architects of Great Bear Rainforest agreement reflect on its lasting impact

This *National Observer* article by Elizabeth McSheffrey (March 7, 2016) presents some thoughts of the architects of the agreement.

<https://www.nationalobserver.com/2016/03/07/news/key-architects-great-bear-rainforest-agreement-reflect-its-lasting-impact>

Getting to know more about the Great Bear Rainforest

A brief explanation of the Great Bear Rainforest and how it came about can be found in this *Global News* article by Willow Fiddler (February 1, 2016).

<https://globalnews.ca/news/2491218/getting-to-know-more-about-the-great-bear-rainforest/>

Delivering the Activity Plan

Access Prior Knowledge

- Establish whether any students are familiar with the Great Bear Rainforest, the Kermode or spirit bear, or with B.C.'s Pacific coastline in general (e.g., forests, shorelines, waters)
- Ask, "What are some natural sites you know of that are protected?"(e.g., national parks)
- Ask students if they are familiar with a time when activists fought to protect a wilderness site (e.g., Jumbo Wild, the Amazon Rainforest, a local site). What were they trying to protect and how did they proceed (e.g., boycotts, marches, rallies, letters, etc.)?
- How would students define an activist? What types of activities do activists engage in?
- Discuss the meaning of Alice Walker's definition of activism, "Activism is the rent I pay for living on this planet" (Walker, as cited by Juma, 2018, para. 20)
- Have students research Ta'Kaiya Blaney and have a discussion on activism from a youth perspective. Have students develop a sense of empowerment and realize that activism is something that they can engage in.
- Before completing this activity, you may wish first to have the class complete Activity Plan K: What makes the establishment of the Great Bear Rainforest a powerful story? (at <https://greatbearrainforesttrust.org/>) to help students develop an appreciation for the treasure that the Great Bear Rainforest is and to raise awareness of the powerful story that accompanies its development.

Inquire

- Share some of the background information above with students.
- Read aloud (or have students read) one of the following articles :
 - » From Conflict to Collaboration: The Story of the Great Bear Rainforest (this article is recommended; refer especially to pages 1–6)
 - » Premier Clark announces landmark Great Bear Rainforest agreement
 - » Key architects of Great Bear Rainforest agreement reflect on its lasting impact
- If you have students with diverse learning needs who struggle with reading, consider reading and discussing *Thunder in the air*, as it is an easier read and has accompanying pictures. Project the story on a screen and read through it as a class, and, make some notes on the whiteboard for students to refer to.
- Discuss who some of the stakeholders are and identify what their concerns were. Write them on the board as you proceed.

Experience

- Show and discuss at least one of these short videos about some of the activism that took place around the Great Bear Rainforest :
 - » [Conserving Canada's Great Bear Rainforest](#)
 - » [Great Bear Rainforest—National Geographic](#)

Explore

- Distribute Blackline Master 1: Great Bear Rainforest Activism Timeline, which highlights the many forms of activism that took place (e.g., barricades, boycotts, and negotiations).
- Have students explore the lengthy process that took place to make the Great Bear Rainforest a reality and the forms of activism that were involved in the process.
- Note that the timeline includes logging-related activism events that took place in Clayoquot and Haida Gwaii prior to when Great Bear Rainforest activism gained momentum. These events provided a backdrop to the Great Bear Rainforest movement.
- Have students use the information on the timeline in Blackline Master 1 to complete Blackline Master 2: What role did activism play in the development of the Great Bear Rainforest?
- Next, have students use Blackline Master 3: Timeline of Events That Helped Shape the Great Bear Rainforest Agreement to create an activism timeline of their own that only involves the Great Bear Rainforest events (i.e., does not include some prior history related to logging protest in Clayoquot and Haida Gwaii presented on Blackline Master 1.)
- Students might also want to research other events and forms of activism that took place in the Great Bear Rainforest and add them to their timelines.
- As an alternative or additional timeline activity, students could create a timeline online using the tools available at [Sutori](#).

Watch and Listen

- Have students share their completed Blackline Masters 2 and 3.
- Have the students watch the following video, in which BC Premier Christy Clark declares the Great Bear Rainforest a protected area: [Christy Clark announces Great Bear Rainforest deal](#).
- Have students research how activism helped protect the Great Bear Rainforest or another special area, cultural site, or animals. They can submit their findings on Blackline Master 4: How Has Activism Helped to Preserve a Special Place, Animal, and/or Cultural Site?, or create a PowerPoint, Prezzi, or some other form of audio-visual presentation.

- If students create a PowerPoint, poster, or Prezi and place images on their projects, you might direct them to these sites, which have images they can use under Creative Commons licensing and/or in the public domain: [Wikimedia Commons](#) and/or [Pixabay](#). (Using these sites could afford an opportunity for students to learn about Creative Commons licensing and the public domain, if they are not already familiar with them.)

Assess

- Blackline Master 5: Rubric: How did activism play a role in the development of the Great Bear Rainforest? is provided below. It can be used to assess any or all of the activities in this activity plan, and is designed for both teacher and student use.
- The activities on Blackline Masters 2 and 3 focus on comprehension, analysis, and synthesis. The third activity is more research-driven and requires the student to complete a more in-depth inquiry into how activism played a role in the protection of the Great Bear Rainforest or another site, region, or animal(s).
- It is at the teacher's discretion to decide what, or if any, criteria on the rubric should be emphasized during assessment.

Go Beyond

- Have students do one or more of the following:
 - » Create a newspaper article announcing the official agreement.
 - » Create more in-depth research questions about the event (e.g., the boycotting, the blockades, and any other protest).
 - » Explore the role that compromise probably played in the negotiations.
 - » Explore the role that collaboration played in the Great Bear Rainforest settlement.
 - » Explore the role scientific analysis played in the development of the Great Bear Rainforest.

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Blackline Master 1

Great Bear Rainforest Activism Timeline



Introduction

This Great Bear Rainforest Activism Timeline includes some logging-related protests that previously took place in Clayoquot Sound and on Haida Gwaii, where again large logging companies were confronted by protestors.

Stakeholders in BC and across the globe joined together to preserve the Great Bear Rainforest. Participants (e.g., environmentalists, logging companies, First Nations) worked towards a resolution based on the principles of ecosystem-based management, described as follows:

... 'lighter-touch' logging, is a new system of forest management that is applied throughout the Great Bear Rainforest region, outside of Protected Areas ...

These new logging regulations have resulted in:

- protection for estuaries, streams, wetlands, and lakes, using increased forest buffers;
- large portions of grizzly bear habitat being maintained;
- First Nations cultural features being protected, and monumental cedar for First Nations being maintained; and
- the amount of old growth forest that can be logged across the landscape, in each watershed, and in each ecosystem type being restricted.

This spatial reserve component is a technical planning effort that includes First Nations, licensees, the provincial government, and other stakeholders (Rainforest Solutions Project, 2012, p. 1).

Great Bear Rainforest Activism Timeline

- 10 000 BC** Evidence of First Nations peoples in the Great Bear Forest Region via petroglyphs [Thorsen, Bella Coola]. Their families, cultures, and livelihoods have depended on the forests, ocean, and watersheds for thousands of years. They have also been stewards of the land.
- 1995** Great Bear Rainforest campaign launched to protect coastal temperate rainforest (Canopy, 2020, p. 3).
- 1995–1999** First Nations and environmentalists repeat logging blockades in Great Bear Rainforest region (Canopy, 2020, p. 3).
- 1995–1999** A number of international contracts for paper and wood products cancelled due to “do not buy” campaigns (Canopy, 2020, p. 1).
- 2000** Joint Solutions Project, in which environmentalists and logging companies decide to work collaboratively together towards a solution.
- 2000** Environmentalists and logging companies reach an agreement (less logging in exchange for ending the “do not buy” campaign).
- 2000–2004** Multi-stakeholder meetings (e.g., forestry, government, environmentalists, First Nations) set potential agreement for 2009 (Canopy, 2020, p. 1).
- 2004** Nation-to-nation talks (“government-to-government talks”) begin between government and First Nations (Canopy, 2020, p. 1).
- 2006** Great Bear Rainforest Agreements designating protected areas, conservation strategies, and increased “First Nations decision-making and revenue sharing” (Canopy, 2020, p. 1).
- 2007** A \$120 million [Coast Opportunities] funds raised to “support conservation management and economic diversification for First Nations communities in the Great Bear Rainforest” (Canopy, 2020, p. 1).
- 2008** “Roundtable” discussions between buyers and “socially responsible investors” is held in Vancouver (Canopy, 2020, p. 1).
- 2008** German publishers visit the area to “assess progress and meet with Premier’s office” (Canopy, 2020, p. 1).
- 2009** BC Government amends legal orders to protect 50% of old growth forests; all participants agree to “five-year extension to implement ecosystem-based management” (Naturally: Wood, 2020, p. 1).
- 2014** Joint Solutions Project submits recommendations to BC government, First Nations and Nanwakolas Council (Naturally: Wood, 2020, p. 1).
- 2015** Draft proposal for Great Bear Rainforest Agreement issued by government and public invited to comment.
- 2016** Great Bear Rainforest Agreement finalized.

Blackline Master 2

What role did activism play in the development of the Great Bear Rainforest?



Forms of activism that were used to protect the Great Bear Rainforest

Stakeholder(s) and their special interests

What role did activism play in the development of the Great Bear Rainforest?

Blackline Master 3

Timeline of Events That Helped Shape the Great Bear Rainforest Agreement

Year	
<p>What are some other logging-related activist events that took place in other areas that may have influenced how activism played out in the Great Bear Rainforest? (e.g., Clayoquot or Haida Gwaii) [You should have at least three]</p>	
<p>What are some current conditions or events that may affect the future of the Great Bear Rainforest area? [You should have at least three]</p>	

Blackline Master 4

How has activism helped to preserve a special place, animal, and/or cultural site?

"Never doubt that a small group of thoughtful, committed, citizens can change the world. Indeed, it is the only thing that ever has."

—Margaret Mead



"Research is a major activity within many forms of activism, community organizing and movements for change. What can we learn from different experiences of doing activist research in, and for struggles for social, economic, political and ecological justice?"

McGill University (2015, March 20)

Place your story below. Include a title. If you want, affix a copyright-free photograph or draw an accompanying graphic. If your teacher has established a link to this Blackline Master, you can work directly online to complete an online article. Otherwise, you can handwrite your article below or paste a typed version onto a hardcopy.

Blackline Master 5

Rubric: How did activism play a role in the development of the Great Bear Rainforest?

Criteria	Emerging	Developing	Proficient	Extending
Communicates learning	<ul style="list-style-type: none"> Limited understanding of GBR story Emerging ability to communicate 	<ul style="list-style-type: none"> Basic understanding of GBR story Basic ability to communicate 	<ul style="list-style-type: none"> Proficient understanding of GBR story Effective communication 	<ul style="list-style-type: none"> Sophisticated understanding of GBR story Sophisticated communication
Identifies main ideas—what events took place and where (GBR)	<ul style="list-style-type: none"> Comprehension weak Unable to identify main ideas Needs to re-read materials or ask for explanations 	<ul style="list-style-type: none"> Comprehension adequate Partially identifies some of the main ideas Needs assistance to enhance comprehension 	<ul style="list-style-type: none"> Comprehension good Identifies the main idea(s) Good understanding of the material 	<ul style="list-style-type: none"> Comprehension very good Clearly identifies main points and more Solid understanding of the material
Provides supporting details	<ul style="list-style-type: none"> Unable to provide supporting details Supporting details inaccurate Needs help with identifying and differing main and supporting details 	<ul style="list-style-type: none"> Supporting details are adequate Supporting details are fairly accurate Needs help clarifying and grouping supporting details 	<ul style="list-style-type: none"> Supporting details good Supporting details are accurate Matches supporting details with main ideas 	<ul style="list-style-type: none"> Supporting details are very good Supporting details are accurate Differentiates main and supporting details and matches them accurately
Draws reasonable inferences/ logical connections	<ul style="list-style-type: none"> Unable to draw inferences Unable to draw connections Needs help making connections and drawing inferences 	<ul style="list-style-type: none"> Adequately draws some inferences Adequately draws some connections Needs help drawing more inferences and connections 	<ul style="list-style-type: none"> Draws inferences well Makes connections well Good ability to make reasonable connections 	<ul style="list-style-type: none"> Draws inferences very well Makes connections very well Very good ability to make reasonable connections
Synthesizes ideas (student explores the power of the GBR story or another like it)	<ul style="list-style-type: none"> Struggles to synthesize different ideas Struggles to synthesize a variety of sources Needs help synthesizing ideas and resources 	<ul style="list-style-type: none"> Adequately synthesizes some ideas Adequately synthesizes some resources Needs help to synthesize more ideas and resources 	<ul style="list-style-type: none"> Synthesizes ideas well Synthesizes resources well Beginning to synthesize ideas to create novel associations 	<ul style="list-style-type: none"> Synthesizes ideas very well Synthesizes resources very well Synthesizes new ideas and resources to create novel conclusions
Draws coherent conclusions	<ul style="list-style-type: none"> Struggles to draw conclusions Makes incorrect conclusions Needs help drawing conclusions 	<ul style="list-style-type: none"> Adequately draws some conclusions Needs to help draw more conclusions 	<ul style="list-style-type: none"> Draws conclusions well Makes generalizations Summarizes outcomes 	<ul style="list-style-type: none"> Draw conclusions very well Makes generalizations Summarizes conclusions

Note: The assignments may differ significantly, so flexibility in assessment emphasis will be important (e.g., students may present some very diverse creative works). Students may communicate their ideas by focusing on analysis, while others may create a reflective synthesis. Marking will be holistic to adjust for the ways that students choose to communicate their learning about the Great Bear Rainforest. Inform students that the rubric is designed to inform their writing, provide a framework for them to self-assess, and provide a corresponding achievement gradient.



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