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**School**: Belleville West High School

**Course**: American Problems, Grade 12

**Lesson Title**: Climate Change as a Global Issue

**Length**: 3 Weeks (approximate) utilizing 55 minute class periods

**Global Competences and Global Education Connections:**

1. **Educating for Global Competence: Preparing Our Youth to Engage the World** *– Global Competence Matrix for Social Studies* 
   1. Students “identify issues and frame researchable questions of local, regional, or global significance that calls for or emerge from investigation”
   2. “Select and use technology and media strategically to create products, express views, and communicate and collaborate with peoples of diverse backgrounds,” and “reflect on how communication contributes to or impedes understanding, collaboration, negotiation, and diplomacy in an interdependent world.”
   3. “Identify and create opportunities for personal and collaborative action and civic engagements to contribute to sustainable improvements and quality of life,” and “act, personally and collaboratively, in ways that are creative, ethical, and informed by the knowledge and methods of the social sciences to contribute to sustainable improvement, and assess the impact of the action.”
2. **Oxfam**, *Education for Global Citizenship: A Guide for Schools – Curriculum for Global Citizenship* 
   1. *Knowledge and Understanding:* “understand the complexity of conflict issues and conflict resolution”, “deeper understanding of different cultures and societies.”
3. **Tony Wagner, “Rigor Redefined”**
   1. Skills include: Critical Thinking and Problem Solving, Collaboration and Leadership, Effective Oral and Written Communication, Accessing and Analyzing Information
4. **Asia Society, Partnership for Global Learning**
   1. Investigate the world beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research
   2. Recognize perspectives, others’ and their own, articulating and explaining such perspectives thoughtfully and respectfully.
   3. Communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.
   4. Take action to improve conditions, viewing themselves as players in the world and *participating reflectively*.

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| **Stage 1 Desired Results** | | |
| ESTABLISHED GOALS   1. **Illinois State Standards**   **State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.**  **17.B.5**—Analyze international issues and problems using ecosystems and physical geography concepts.  **17.C.5c**—Describe geographic factors that affect cooperation and conflict among societies.  **17.C.5b**—Describe the impact of human migrations and increased urbanization on ecosystems.  **State Goal 18:Understand social systems, with an emphasis on the United States,**  **18.A.5**—Compare ways in which social systems are affected by political, environmental, economic and technological changes.  **18.B.5**—Use methods of social science inquiry (pose questions, collect and analyze data, make and support conclusions with evidence, report findings) to study the development and functions of social systems and report conclusions to a larger audience.  **State Goal 14:Understand political systems, with an emphasis on the United States.**  **14.E.5**—Analyze relationships and tensions among members of the international community.   1. **National Council for the Social Studies**   *Standard 3—People, Places and Environment*  3F—Describe and speculate about physical system changes, such as seasons, climate and weather, and the water cycle  3H—examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions.  3J—Observe and speculate about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms and drought.  3K—consider existing uses and propose and evaluate alternative uses of resources and land in home, school, community, the region and beyond.  *Standard 9 Global Connections*  9E—Give examples of conflict, cooperation, and interdependence among individuals, groups and nations. |  | |
| *Students will be able to independently use their learning to…*   1. Seek out ways individuals and countries can assist in stability global climate change. 2. Synthesize information using a variety of sources. 3. Develop critical thinking skills by asking relevant questions. 4. Discover what other nation states, both developed and developing, and intergovernmental organizations are doing to address climate change. 5. Make connections between their personal actions and the environment. 6. Communicate clearly on a plan of action for addressing this issue | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that…*   1. Climate change is a critical global issue. 2. Co2 emissions vary depending on whether one lives in a developed country or a developing country. 3. Comparing CO2 emissions can help nation states to develop an action plan. 4. Individuals and nation states can make changes that affect climate change. 5. The United Nations has addressed this issue and is working on intergovernmental solutions to solve it. 6. Human action can slow down climate change. | ESSENTIAL QUESTIONS   1. What are the significant issues behind climate change? 2. What are the trends concerning CO2 emissions over the past 20 years? 50 years? 100 years? 3. What are the predictions for climate change in the next 20 years? 50 years? 100 years? 4. What are the geographical, cultural, agricultural, and political impacts of climate change over time? 5. What does contemporary research say about the role humans play in climate change? 6. To what extent does socioeconomic status impact climate change? 7. What steps has the UN taken thus far in addressing climate change globally? |
| ***Acquisition*** | |
| *Students will know…*   1. The causes of climate change. 2. The definition of climate change. 3. How socioeconomic status of a nation state influences climate change. 4. How temperature increases will impact them locally and globally. 5. How to make connections between developed and underdeveloped countries (here and there) 6. What issues plague a developing nation (specifically Zambia) 7. What actions the United Nations has taken in the past 20 years to address this issue. | *Students will be skilled at…*   1. Researching climate issues for both developed and underdeveloped countries. 2. Citing specific evidence to support climate change for both developed and underdeveloped countries. 3. Describing the actions taken by the UN in addressing climate change. 4. Responding in writing to free response questions. 5. Using data and research to support their recommendations. 6. Synthesizing their specific evidence into a research paper that further develops their recommendations for policy changes in the United States and in their selected countries. |
| **Stage 2 - Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| 1. List, Explain, describe 2. Illustrate, provides accurate/appropriate questions, reflects 3. Summarize, provide textual evidence, describe, give examples, illustrate, provides accurate/appropriate questions 4. Shows accurate research, describe, identify, express, interpret, generalize, distinguish, classify, evaluate, compare, consider 5. Express, provides appropriate and thoughtful questions, engage in dialogue , compare, consider 6. Shows accurate research, locate, summarize, analyze, synthesize, use of appropriate website 7. Provides a well-researched essay that is relevant, compelling, persuasive, descriptive, engaging and reflective. Essay shows knowledge of subject and potential for follow through. | PERFORMANCETASK(S):   1. **KWL Chart of Global Climate Change—**Students will complete the Know and What I would like to Know sides concerning what they feel they already know about climate change. Students will then post using Edmodo one fact or idea that they would like to learn from this unit. 2. **Hook Activity/Background Information—**Students will watch the National Geographic movie Six Degrees Could Change the World, and upon completion, they will respond on Edmodo on their “take away”—what they learned, what it made them think about, what surprised them the most, etc. Within 5 days, students also must respond to two other students’ comments. 3. **Updated Evidence on Climate** **Change**—Read carefully the assigned articles on scientific evidence and the conclusion of scientists regarding climate change. Students will be prepared to write a summary based on the evidence presented in the text. List questions that still need to be answered about this topic. The more questions, the better, as you are expected to have a clear understanding of the issue, what has happened in the past 50 years and what is expected to happen in the next 50. 4. **Question Guide**: Students will research the definition of developed and developing to use in their determination of top Co2 producers. After defining the terms, students will locate the top three producers as well as the lowest three producers and differentiate between the countries. Students also need to complete series of questions  * For each group (developed and developing), what aspect of life do they all share? * Which of these countries do you feel is most responsible for climate change? * Which of these countries do you feel is lest responsible for climate change? * What should each do in terms of helping solve this global problem? * Identify two factors that you believe are important for countries to help address this problem. * Explain how both developed and developing countries will need to work together to combat this issue. What evidence do you have to support your ideas?  1. **Connect with Peers in Developing Nation**—Students will “friend” students who are members of the Facebook group UNITE4CLIMATEZAMBIA. After friending them, students will engage in online discussion regarding personal actions, how Zambia is implementing a plan to curb change, and what struggles it faces as a nation. After the virtual discussion, students will reflect upon the challenges of implementing a global plan. 2. **Construct History of United Nations’ Actions**: Students will access the United Nations website to construct a history of steps the United Nations has taken in the past 20 years to create intergovernmental cooperation to find a solution to this issue. 3. **Intergovernmental solution to climate change**: Students will draft a plan to “present” to the IPCC. Audience is important, as you will summarize what has been done in years’ past as well as make recommendations for what both developed and developing countries need to address. This solution must be practical as well as inclusive of a time frame for completion of specific tasks. | |
|  | OTHER EVIDENCE:   1. Informal assessment on their online reflections 2. Informal assessment of their responses to peers. 3. Participation in online Facebook discussion. | |
| **Stage 3 – Learning Plan** | | |
| *Summary of Key Learning Events and Instruction*   1. **Lesson 1 KWL Chart**—*see description above.* Students will post online using Edmodo the one thing they want to learn from this unit. 2. **Hook Activity/Background Information—**Students will watch the National Geographic film entitled “Six Degrees Could Change the World” and reflect upon the ideas presented. The film is available on Netflix, and students will be using Edmodo to reflect. Their reflection should begin with one or more of the following: *I think that…I feel that…what surprised me…what I would like to know more about…* 3. **Collect Evidence/Background Information**—Students will read an article entitled “Scientists 95% convinced global climate caused by humans.” Students will read the article and complete a series of tasks. First, students will summarize several key points from the article using textual evidence. Second, students will identify and define any terms or phrases they are not familiar with. <http://www.cnn.com/2013/09/27/world/climate-change-report/> 4. **Question Guide**—Students will differentiate between a developed and developing country. Students will complete research on both types countries answering a series of questions as they complete their research. *See complete list of questions to be addressed above.* 5. **Action plan**: students will describe how both developing and developed countries will need to address the issue of climate change. This will be typed on Microsoft Word or students can to use Microsoft Publisher. 6. **Virtual Discussion**—students will connect with students from Zambia using Facebook. These Zambian students are engaged in a UNICEF led effort to engage youth in all nine provinces of Zambia. For more information see <http://www.unicef.org/zambia/5109_8464.html>   This group has a facebook page, and utilizing this, students can connect virtually and have a virtual discussion about the challenges and issues facing both America and Zambia.   1. **History of United Nations actions**: students will research key United Nations meetings on climate change and summarize the key points of teach—these meetings should include but are not limited to Kyoto, Copenhagen and Bali. <http://www.un.org/climatechange/> 2. **Essay** (Intergovernmental solution to climate change)—Students will use the knowledge they gained from their reading and research to create an action plan for how to best address climate change. Students will write an essay summarizing the facts of climate change and provide a list of recommendations as well as a timeline to address what needs to be implemented and when it needs to be accomplished. Ideas need to include those for both developed and developing countries. 3. **Completion of KWL Chart**—This will also include a response to their original online question to the one thing they wanted to know most. Was their question answered? If no, where could they go to find out the answer? 4. **Discussion of personal actions**—students will discuss their key ideas to combat climate change both locally and globally. This will include a brainstorm of what each can personally begin doing immediately. Students will have this discussion both in class and virtually using Edmodo. | | |