

## Teacher Candidates

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**Lesson Name:** World-Wide Social/Economic/Environmental Issues Around Climate Change

Subject: Social Sciences - Geography

Time: Approx. 5 period class (75 minutes each)

Course: World Issues: A Geographic Analysis, Grade 12 *CGW4U*

**Lesson Description:** In this 5-period lesson, students will learn about what the United Nations is and all the countries that are part of it. They will conduct research on their assigned country and what they stand on climate change.

**Connection to CULMINATING ACTIVITY:** Students will be divided into groups and be given/choose a country that is part of the United Nations. They will conduct research and present that country's point of view on climate change (socially/economically) and write a report to be submitted by class 3/4 followed by a class debate on class 5 as if they were the United Nations. The debate will be prompted by key questions given by the teacher and each group will represent the country assigned.

## Information de planification

### Curriculum Connections

#### Overall Expectation(s):

- A1. **Geographic Inquiry:** use the geographic inquiry process and the concepts of geographic thinking when investigating world issues;
- B1. **Natural Resource Disparities:** analyze relationships between quality of life and access to natural resources in various countries and regions
- B2. **Population Disparities:** analyze relationships between demographic and political factors and quality of life in various countries and regions
- B3. **Classifying Regions of the World:** explain how various characteristics are used to classify the world into regions or other groupings
- C1. **Strategies and Initiatives:** analyze strategies and initiatives that support environmental stewardship at a national and global level, and assess their effectiveness in promoting the sustainability of the natural environment
- C2. **Population Growth:** assess the impact of population growth on the sustainability of natural systems
- C3. **Caring for the Commons:** analyze issues relating to the use and management of common-pool resources

#### Specific Expectation(s):

- A1.1 formulate different types of questions to guide investigations into world geographic issues

- A1.2 select and organize relevant data and information on geographic issues from a variety of primary and secondary sources
- A1.3 assess the credibility of sources and information relevant to their investigations
- A1.4 interpret and analyze data and information relevant to their investigations, using various tools, strategies, and approaches appropriate for geographic inquiry
- A1.5 use the concepts of geographic thinking (i.e., spatial significance, patterns and trends, interrelationships, geographic perspective) when analyzing and evaluating data and information about and formulating conclusions and/or judgements regarding world issues
- A1.6 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues they are investigating
- A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose
- A1.8 use accepted forms of documentation
- A1.9 use appropriate terminology when communicating the results of their investigations
- B1.1 analyze relationships between the distribution and availability of natural resources in a country or region and its quality of life, as reflected by various indicators
- B1.2 assess relationships between disparities in the distribution or quality of resources
- B1.3 analyze ethical issues relating to the control and development of natural resources and the distribution of economic benefits from resource exploitation
- B2.1 analyze interrelationships between global population distribution, population density, and quality of life
- B2.2 analyze interrelationships between population migration
- B3.1 use statistical indicators and other criteria to classify countries into a variety of groupings on the basis of common characteristics
- B3.2 evaluate particular indicators or characteristics that are used to classify countries, and analyze the advantages and disadvantages of their use
- B3.3 apply statistical indicators and regional classification systems to the analysis of current global issues
- C1.1 assess the effectiveness of various international agreements for protecting the natural environment
- C1.2 analyze the roles and responsibilities of international organizations, governments, and companies with respect to the protection of the natural environment
- C1.3 analyze the influence of the values and beliefs of individuals and groups
- C1.4 analyze the effectiveness of policies, programs, and initiatives in various countries in enhancing sustainability
- C2.1 analyze the impacts of population growth and related trends
- C2.2 analyze theories relating to the impact of global population growth on the carrying capacity of the earth
- C3.1 explain the meaning and geographic significance of the commons
- C3.2 analyze the impacts of human activities on the commons

**Learning Goal(s) or Enduring Understandings:**

- **Thinking:** Students will develop key research questions to formulate their statements.
- **Application:** Students will conduct research, find key information, and write a 1-page assignment in preparation for the debate presentation.
- **Communication:** Students will present to the class their statements on climate change during the debate.
- **Knowledge:** Students will demonstrate understanding of topics discussed in class and key questions.

**Essential Questions:**

1. How does climate change affect our daily life?
2. Why do you think a specific country would not want to participate in stopping activities that worsen climate change?
3. What gives people incentive to participate in climate change prevention operations?

**Additional Handouts**

- Appendix A – Steps on how to organize your debate
- Appendix B – Debate Question
- Appendix C – Debate Organizer
- Appendix D – Group self-evaluation
- Appendix E – Rubric

**Differentiated Instruction Details**

- Students will have the option to either write or type their written component of the lesson
- Students will be allotted extra time for research if needed

**Assessment and Evaluation**

- Students will be evaluated on their research and organizational skills, detailed effectiveness in communication, detail, and facts presented and self-evaluation. (Appendix E).

**Resources**

1. [www.countrywatch.com](http://www.countrywatch.com)
2. [www.economist.com](http://www.economist.com)
3. [www.embassy.org](http://www.embassy.org)
4. [www.un.int](http://www.un.int)
5. [www.cia.com](http://www.cia.com)
6. [www.britannica.com](http://www.britannica.com)
7. [www.nationsonline.com](http://www.nationsonline.com)
8. [www.politicalresources.net](http://www.politicalresources.net)
9. [www.countryreports.org](http://www.countryreports.org)
10. [www.un.org](http://www.un.org)
11. [www.unausa.org](http://www.unausa.org)

**Agenda** (to be listed on blackboard, in student language)

Class1: Learning about climate change (what is it, how does it affect us?)

Class2: Talk about the United Nations who is a part of it, what do they do/stand for?

Class 3/4: Separate into groups, decide which groups they will be participating (what they stand for/their stance on climate change)

Class 5: Debate each country presents their side/what they stand for.

<p><b>Minds On (Hook)</b></p> <p>Greta Thunberg's full speech to world leaders at UN Climate Action Summit  <a href="https://www.youtube.com/watch?v=KAJsdgTPJpU">https://www.youtube.com/watch?v=KAJsdgTPJpU</a></p>	<p><b>Connections</b></p> <p>L: Literacy  AfL, AoL: Assessment <b>for/of</b> Learning</p>
<p><b>Whole Class (class 1)</b></p> <ul style="list-style-type: none"> <li>- Introductory to class to the expected assignment</li> <li>- What is climate change? How does it affect our everyday life/our future</li> <li>- Why would a country not want to stop practices that affect the environment?</li> <li>- Discuss different factors affecting a countries' ability to make changes for positive climate change and how it affects them economically/globally (think micro and macro).</li> </ul>	<p>AfL: Strategy/Assessment Tool: thinking and communication</p>
<p><b>Action</b></p> <ul style="list-style-type: none"> <li>- <i>Students will work in groups and brainstorm answers to the Key Questions given by the teacher</i></li> <li>- <i>Students will discuss different economic situations eg. The USA vs. 'Third-World' countries</i></li> </ul>	
<p><b>Whole Class (class 2)</b></p> <ul style="list-style-type: none"> <li>- We will go over any additional questions from the previous class about climate change</li> <li>- Students will learn about what the United Nations is and what they do and represent.</li> <li>- We will review how to properly do research (appendix A).</li> </ul>	
<p><b>Action</b></p> <ul style="list-style-type: none"> <li>- <i>As a class, we will watch Greta Thunberg's full speech to world leaders at UN Climate Action Summit</i></li> </ul>	
<p><b>Whole class (class 3 and 4)</b></p> <ul style="list-style-type: none"> <li>- Students will be put into groups of 3-4 and be assigned a country from the United Nations (Canada, USA, Russia...).</li> <li>- Each group will write a 1-2 pages report of the key information. <i>*Teacher will review each report and constructive feedback*</i></li> </ul>	
<p><b>Action</b></p> <ul style="list-style-type: none"> <li>- <i>As a group, students will discuss and research their countries' views on Climate Change based on key questions and write a 2-paragraph statement presenting their arguments.</i></li> </ul>	

- *Each group will organize their ideas in preparation for the debate (Appendix B and C).*

**Whole class** (class 5)

DEBATE DAY!

- The whole class will be placed in a big circle as if it was a real United Nations conference.
- The teacher will ask each country to present themselves and present their statements.
- At the end of the class, each group member will fill out the group self-evaluation sheet (Appendix D)

**Action**

- *We will start with one key question at a time and each group will present*

## Steps to organize your debate

### **Step 1: Know your topic (thesis statement)**

- Before you begin to outline, you should have a clear understanding of what your debate is going to be about.
  - Where does your country stand on climate change?
  - What factors affects your country economically/socially/environmentally in regards to making positive changes for the environment?
  - What key points is your group going to present?

### **Step 2: Introduction to your topic**

- Develop your introductory statement (and overall ideas)

### **Step 3: List the supporting details**

- 2-3 points to support your statement
- Make sure to stay on topic
- Finally, make sure to relate it back to your introductory statement

## **Debate Questions**

1. Will the actions we take today be enough to forestall the impacts of climate change or is it too late?
2. How will the cost of living be impacted by climate change actions?
3. Will the remedies to climate change drive more people into poverty?

*Appendix C*

## Debate Organizer

Group members: \_\_\_\_\_

Country: \_\_\_\_\_

Statement: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Argument: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Source: \_\_\_\_\_  
\_\_\_\_\_

Impact: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



*Appendix D*

**Group Self Evaluation**

Group member: \_\_\_\_\_

Did the group member help with the research aspect of the assignment? Please give details of the level of work and assign a mark from 1-5. (1 – group member did not contribute and 5 – group member exceeded excellent work ethics) *Did the group member help with research/creating the paper? Did they contribute by making materials for presentation?*

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Assigned mark (please circle the number associated with their participation)

1 2 3 4 5

Appendix E

## United Nations Debate Rubric

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

Date: \_\_\_\_\_

<b>Criteria</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Knowledge</b>				
Knowledge of Facts and Understanding Connections.	Students have little understanding of the topic being debated.	Students have some understanding of the topic being debated.	Students have considerable understanding of the topic being debated.	Students have a thorough understanding of the topic being debated.
<b>Thinking</b>				
Quality of facts presented and understanding of countries points of view on topic.	Facts presented were ineffective/few made.	Some facts presented were effective.	Most facts presented were effective and relevant.	The facts presented were highly effective in supporting arguments.
<b>Communication</b>				
Facts/Arguments are presented clearly.	Information communicated with limited effectiveness.	Information communicated with some effectiveness.	Information communicated with considerable effectiveness.	Information communicated with a high degree of effectiveness.
<b>Application</b>				
Transfer of knowledge to debate.	Students used a few relevant facts to support points.	Students used some relevant facts to support points.	Students used supported points with relevant facts.	Students used many relevant facts to support points.

Final Grade: \_\_\_\_\_