**21st Century Lesson Cycle Template**

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| **Subject:**  Social Studies/English | **Unit:** Environment | **Grade:** 9 |
| **Curriculum Outcomes:**  Social Studies  4.2 Analyze factors that contribute to environmental issues.  English  1.3 Articulate, advocate and support points of view, presenting viewpoints in a convincing manner  1.4 Listen critically to assess the adequacy of the evidence speakers give to evaluate the integrity of information presented  5.1 Independently access and select specific information to meet their personal and learning needs  9.1 Demonstrate facility in using a variety of forms of writing to create texts for specific purposes and audiences, and represent their ideas in other forms (including visual arts, music, drama) to achieve their purposes  10.3 Experiment with the use of technology in communicating for a range of purposes with a variety of audiences | | |
| **Driving Question:**  Should HRM develop the harbour islands? | | |
| **Learning Goal:**  Assess a development plan for environmental impact and sustainability. | | |
| **Success Criteria:**  I can work together positively as a member of a group to complete a task.  I can analyze a problem from an environmental point of view.  I can use green screen technology to create an effective oral report. | | |
| **Assessment:**  [Rubric](https://docs.google.com/a/gnspes.ca/document/d/1jBKSm58AFJvukMpkyr20FcdGF8P4O_bgN4Ioj-HhGE8/edit?usp=sharing) | | |
| **Screencast Link(s) and Online Resources:**  [The Lorax: Differentiated Worksheets](https://docs.google.com/document/d/1lwW5rBJFDoDHKt9fj9S_72Dg3qPn8LcMTDjLvSZAYc8/edit?usp=sharing)  [Lorax: Analysis](https://docs.google.com/presentation/d/1ZnS5DI71uuuGRrSwu4325-NVtbG8WKGGyiOCO0mdIM8/edit?usp=sharing)  [Video: Islands Under Siege Scenario](https://youtu.be/qlogKdse-8A) | | |
| **Differentiation:**  Groups are differentiated based on level of questioning.  Use of Lorax as example scaffolds learning.  **Optional Extension Activities**   1. Worksheet: [How Bad Can I Be? Song Analysis](https://docs.google.com/document/d/1tVnf8cAMl8S4SHthfzPStKsj65NaYUqe8-vjTr8x_8E/edit?usp=sharing) 2. YouTube Video: [Another Way to Die](https://youtu.be/HwELajFteTo) by Disturbed (with [lyrics](https://docs.google.com/document/d/1ZLcaLu-knPYQRjIH8ZNHyEb4t4PLZMhlmiFkaT6bw5Q/edit?usp=sharing))   CHALLENGE QUESTION: Are human being and the natural world on a collision course? Do you think we can 'repent in time'? Explain your reasoning using the video/lyrics to help.  6.1: Respond to some of the material they read or view by questioning, connecting, evaluating and extending  6.2: Express and support points of view about texts and about issues, themes and situations within texts, citing appropriate evidence | | |
| **Expected Duration:**  3 weeks | | |
| **Lesson Procedure** | | |
| **Entry Event**  Whole class viewing of Dr. Seuss’ The Lorax, 2012 (popcorn optional!)  Completion of [The Lorax: Differentiated Worksheets](https://docs.google.com/document/d/1lwW5rBJFDoDHKt9fj9S_72Dg3qPn8LcMTDjLvSZAYc8/edit?usp=sharing) during movie. | | |
| **Tools and Tech Required**  [Lorax: Analysis](https://docs.google.com/presentation/d/1ZnS5DI71uuuGRrSwu4325-NVtbG8WKGGyiOCO0mdIM8/edit?usp=sharing) | **I do:**  Divide class into 4 ability-based groups. Assign question to each group.   * (LOW) What was the environmental impact of building Thneeds? Justify with evidence. * (MID) Who are the stakeholders in the story? What perspective does each stakeholder have?   Group 1: Alyosius O’Hare, Lorax, Audrey, Once-ler’s family  Group 2: Ted Wiggins, Once-ler, Grammy Norma, citizens of Thneedville   * (HIGH) How could the Once-ler have built a more sustainable business? | |
| **Tools and Tech Required**  One ipad per group with “Show Me” app (or other whiteboard app) installed | **You do:**  In groups, students brainstorm and record ideas to answer the group’s question using “Show Me” app. | |
| **21C Taxonomy**  ➡ find and validate  ➡ apply and understand  ☐ analyze and synthesize  ➡ evaluate and leverage  ➡ create and publish | **21st Century Skills**    ➡ critical thinking  ➡ communicate clearly  ➡ work collaboratively  ☐ embrace culture  ☐ develop creativity ➡ utilize connectivity |
| **Tools and Tech Required**  One ipad per group with “Show Me” app (or other whiteboard app) installed  Main computer with Air Server installed | **We share:**  Each group shares a short presentation of the ideas generated in their discussion. Use Air Server to share work from “Show Me” when presenting to the class.  Discuss any ideas that may have been left out. Solicit input from larger group. | |
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| **Tools and Tech Required**  [Video: Islands Under Siege Scenario](https://youtu.be/qlogKdse-8A) | **I do:**  Introduce the driving question:  Should HRM develop the harbour islands?  Define scenario.  HRM wants to develop Harbour Islands (Lawlor, McNab’s, George’s) through series of causeways as a commercial centre. (nature centre, shopping areas, tourist attractions, etc).  Define task.  In same groups, will assess the plan and decide whether it’s a good idea or not. | |
| **Tools and Tech Required**  Students’ own devices  Internet availability/devices for additional research upon return to classroom. | **We do:**  Bus trip to Fisherman’s Cove.  Students are to work in groups to assess plan for access and impact directly relevant to answering their group’s question.  Encourage pictures and videos to use as classroom discussion prompts and for culminating green screen video.  Encourage students to talk with local businesses persons and/or homeowners, as appropriate. Videotaping of interviews is optional.  Encourage investigation/consideration of: current usage of islands, environmental protection currently in place, historical significance, impact of traffic patterns on local businesses, impact on local economy, homeowners, wildlife, etc. | |
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| **Tools and Tech Required**  One ipad per group with “Do Ink” app (or other green screen app) installed  Optional:  Students’ own devices  Other tech tools, as available | **You do:**  In groups, assess plan for impact. Keep same groupings and questions as the Lorax.  Groups will exercise own discretion in determining which ‘tech tools’ are needed to record/plan/compile presentation.  Develop green screen video answering the driving question with relevant evidence from trip and research. | |
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| **Tools and Tech Required**  One ipad per group with “Do Ink” app (or other green screen app) installed  Main computer with Air Server installed  Students’ own devices  [Google Form: Final Vote](http://goo.gl/forms/ttaudUqre9) | **We share:**  Share videos.  Final vote (Google Forms)  Which way would you vote, given the info presented? Which info swayed your vote the most? Why?  Announcement and discussion of final results. | |
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