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| Environment in China | | |  | [Earth Science]  [6th Grade]  [4 Day Lesson Plan] | |
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| Overview Students will use textual information from Chapter 7, The Atmosphere, to relate to an informative article entitled, *China’s Environmental Crisis.* Objectives Students will be able to have academic conversation about China’s Environmental pollution that includes vocabulary and previously learned information from the text and previous lessons. ActivitiesDay 1  * Read aloud as a class *China’s Environmental Crisis*, article. Highlighting relevant information, which directly links to some of the greatest causes of pollution. Making note if any of the vocabulary is mentioned in the new, relevant text. * After reading discuss a relation between the issues with pollution and our own responsibilities as a global citizen. * After reading simplify the context using Cornell Notes; textual and pictorial content can be used to create relevance.  Day 2 Students will independently read a second article *Crisis in China* to relate the impact of their global citizenship to the manufacturing and increased pollution to the people and places in China and express how they believe they are apart of this system or not.  Students will through discussions, recall the previous days conversations and then create a web, prior to the homework writing prompt, *How do your choices, decisions impact the issues relevant to the environment in China and what changes can you make to better them?* Students will be required to make sure the use 5-10 vocabulary words from the text in their writing. This reading, writing and discussion will prepare them for the final days activity. Day 3 Students will in groups create a prezi or power point presentations that will relate to the learned information about the layers of the earth, the environment and China.  The students will focus on and select one issue with the instructor guidance as to not allow another group to share the idea, a way that the environmental issues negatively impact the world.  Sample concepts;  Ozone layer  Nutrient soils to plant  Clean water  Over manufacturing  Emissions Regulations (lack of not following)  Students will in their presentation map 3 or more ways this impacts us globally and using previously discussed and written materials express how we all are a part of the problem. Then give 2-3 resolutions to the issue that could begin with us. One suggestion that could be made to China to resolve the issue. Day 4 Students will present their presentations and like a global panel student will be asked to take notes on the groups 3 issues, their resolutions and their suggestions and as a group decided who had the most reasonable solution to the problems.  During conversation instructor will encourage engaging and developing conversation that uses academic language and remains on task. Evaluation Students will be evaluated on their first attempt at Cornell notes and a final one and a half page paper that displays in writing their understanding of the issues concerning the environment and even more so how we are interconnected global and how our choices here in the US impact the people and places of China.  The groups will be presented with a rubric for their presentation and their ability to work together and share the workload.  Students will earn participation points on the final day. |  | | | Materials Articles  Albert, Eleanor and Xu, Beina, January 18, 2016, *China’s Environmental Crisis,* http://www.cfr.org/china/chinas-environmental-crisis/p12608  2nd Article  Cornell Notes worksheet  Web, graphic organizer for paper |