

Middle/High School Standards-Based Lesson Plan

Teacher: Tim Higginbotham Date: 6/25/16

Period: two 50-minute periods Class: Geography (high school)

Standards addressed:

Curriculum Standard E: A culturally-responsive curriculum situates local knowledge and actions in a global context.

Curriculum Standard B: A culturally-responsive curriculum recognizes cultural knowledge as part of a living and constantly adapting system that is grounded in the past, but continues to grow through the present and into the future.

Curriculum Standard D: A culturally-responsive curriculum fosters a complementary relationship across knowledge derived from diverse knowledge systems.

Essential Questions:

Who is responsible for climate-threatened communities?

What is the importance of a homeland?

Purpose/Objectives/Outcomes:

To introduce students to the idea of climate refugees and to start a conversation about the moral challenges of climate change, threatened communities, and refugees. Students will write a letter to the editor or to a politician using the opinions they develop.

The Student will be able to(The Big Picture):

The student will be able to see the compare and analyze local and global information and help lead a class conversation using her or his own thoughts and opinions.

What will engagement look like during this lesson?

Students will read and discuss text in small groups and remain engaged as they contribute to a class discussion.

Assessment of student outcomes: (How will you assess student learning?)

Students should contribute to their group discussions and remain engaged in the class discussion.

Students should display active listening skills and share their thoughts.

Materials/Resources:

Students will use the iBook lesson and the articles it includes:

<https://www.washingtonpost.com/news/energy-environment/wp/2015/02/24/the-remote-alaskan-village-that-needs-to-be-relocated-due-to-climate-change/>

<http://www.theatlantic.com/business/archive/2015/08/alaska-village-climate-change/402604/>

http://www.huffingtonpost.com/2014/12/14/shishmaref-alaska-climate-change-relocation_n_6296516.html

<http://ngm.nationalgeographic.com/2015/11/climate-change/greenland-melting-away-text>

http://www.nytimes.com/2016/05/03/us/resettling-the-first-american-climate-refugees.html?_r=0

<http://www.reuters.com/article/us-foundation-climatechange-solomons-idUSKBN0GF1AB20140815>

<http://www.alternet.org/environment/inside-look-one-first-villages-forced-relocate-due-climate-change>

https://www.youtube.com/watch?v=Uh_HOQHkbwc

Technology:

Students may use the iBook lesson plan (if unavailable, articles can be printed and prompts provided by the teacher).

Instructional Strategies, Accommodations, and Student activities:

Ahead of class, assign students the Kivalina article to read as homework. This will introduce them to the history of the town's placement (its location on the sandbar was chosen by the Bureau of Indian Affairs after deciding it was the easiest place to build a school) and the challenges its residents have gone through in their attempts to procure funding for relocation.

Day 1: At the start of class, introduce the lesson by going over the terms "climate change," "refugees," and "climate refugees." Place students in 4-5 groups and assign each group one of the remaining articles (or excerpts of the longer articles). Ask students to read their assigned text and discuss the following:

Imagine that you are in charge of deciding when and how to move a community similar to the one in your article. Who is responsible for funding? What happens if there isn't community-wide support for moving? How can you make sure to keep the community intact through a move?

What happens to the people of the community if a move can't be organized? Where would the refugees then go?

Day 2: Arrange chairs in a circle. Review seminar protocol: no need to raise hands, do not dominate conversation, listen actively and respectfully, and freely share your thoughts. Begin the discussion by asking groups to share what their groups discussed in the previous class. Allow students to compare their example communities and discuss what has and has not worked in each of them. Whose responsibility is it to protect communities from climate change? Is it a local problem or a global one? Is relocation the way forward? If so, whose responsibility is it to organize and fund it, and what might be lost of local culture in the move? What would your community lose if it were moved from its home?

Using what they have learned in class, students will formulate an opinion and address either a letter to the editor of a local newspaper or to a politician. In it, they will make an informed argument about the community they studied in their group, citing sources for support.