Take a Stand for Australia: Considering Australia’s Economic and Environmental Concerns Now and in the Future [9th grade]

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Trinity University

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Unit Title: Take a Stand for Australia: Considering Australia’s Economic and Environmental Concerns Now and in the Future

Grade Level: 9

Subject/Topic Area(s): World Geography

Designed By: Adele Barnett

Time Frame: 2-3 weeks

School District: KIPP

School: University Prep High School

School Address and Phone: 128 S Audubon Dr., San Antonio, TX 78212; (210) 290-8720

Brief Summary of Unit (Including curricular context and unit goals):

While studying the region of Australia, students will study differing perspectives on its economic development and efforts to protect its environment. Students will adopt roles of different Australian citizens and conduct research in order to draw conclusions about how people as different as coal mine owners and marine biologists would feel about economic and environmental issues. After learning about these crucial contemporary issues and dilemmas that face the country, students will complete a performance task of writing a persuasive letter or speech advocating for a specific position of course of action that will promote the best possible future for Australia and its people.
### Stage 1 – Desired Results

#### Established Goals (e.g., standards)
Texas Essential Knowledge and Skills: World Geography Studies

6) Understand the types, patterns, and processes of settlement. (A) locate and describe human and physical features that influence the size and distribution of settlements; and (B) explain the processes that have caused changes in settlement patterns, including urbanization, transportation, access to and availability of resources, and economic activities.

8) Understand how people, places, and environments are connected and interdependent (A) compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology; (C) evaluate the

#### Transfer

*Students will independently use their learning to...*

Write a persuasive speech or letter advocating for a specific position or course of action to address Australia’s economic and environmental concerns

#### Meaning

**Understandings**

*Students will understand that....*

- Australia has unique environmental concerns.
- The growing Australian economy and population presents dilemmas for environmental preservation.
- The indigenous, rural, and urban populations of Australia have very different lifestyles and needs.

**Essential Questions**

- What are the unique challenges facing Australia based on its geographic location and population?
- What differing concerns do Australia’s urban and rural populations have?
- How can Australia protect its environment while still promoting its economy?

#### Acquisition

**Knowledge**

*Students will know...*

- About the natural environment of Australia (the three main regions, the Great Barrier Reef; climate, ecological diversity, natural resources)
- History of Aborigines and European settlement
- Australia’s important resources and industries
- Important challenges facing country/current political and social dilemmas

**Skills**

*Students will be able to...*

- Read and analyze articles on current issues in Australia and identify main ideas and major arguments.
- Research environmental and economic issues facing Australia.
- Articulate a position on economic/environmental concerns and support using research (write/speak persuasively).
- Use basic knowledge of Australia to support argument.
economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources.

(10) The student understands the distribution, characteristics, and interactions of the economic systems in the world.

(C) compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus commercial agriculture or cottage industries versus commercial industries; and

11. The student understands how geography influences economic activities.

(C) assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities.
### Stage 2 – Evidence

| CODE (M or T) | Evaluative Criteria (for rubric) | Performance Task(s)  
*Students will demonstrate meaning-making and transfer by...*  
Write a persuasive speech or letter advocating for a specific position or course of action to address Australia’s economic and environmental concerns. |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
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<td>Other Evidence (e.g., formative)</td>
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</tbody>
</table>

### Stage 3 – Learning Plan

<table>
<thead>
<tr>
<th>CODE (A, M, T)</th>
<th>Pre-Assessment</th>
<th>Learning Activities</th>
<th>Progress Monitoring (e.g., formative data)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>How will you check students’ prior knowledge, skill levels, and potential misconceptions?</td>
<td>Cornwall Notes and exit tickets</td>
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<tr>
<td></td>
<td></td>
<td>KWL</td>
<td>Informal feedback on presentations</td>
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<tr>
<td></td>
<td></td>
<td>Ask essential questions (as exit ticket/journal)</td>
<td>Check for understanding during 4-corners</td>
</tr>
</tbody>
</table>
|                |                | **Lesson 1:**  
  - Australia KWL  
  Complete “L” column. Use Cornell Notes to capture important information.  
  [link](http://education.nationalgeographic.com/encyclopedia/oceania-resources/?ar_a=1&ar_r=3#page=1) |
|                |                | **Lesson 2:**  
  - Introduce Roles  
  - Students use provided articles and textbook and internet research to complete profile |
|                |                | **Lesson 3:**  
  - People w/same role work together to create map representing their person/region and presentation for class  
    - Groups present to class |
|                |                | **Lesson 4:**  
  - 4-Corners to discuss pros & cons of different approaches for the future of Australia.  
  - Start pre-writing for persuasive letter/speech |
|                |                | **Lesson 5:**  
  - Writing day |

- Other Evidence (e.g., formative)
Take a Stand for Australia!

During our study of Australia, we have been considering the following questions:

- What are the unique challenges facing Australia based on its geographic location and population?
- What differing concerns do Australia’s urban and rural populations have?
- How can Australia protect its environment while still promoting its economy?

Now it’s time to take a stand on these questions and make some recommendations that will help Australia in the future. You will write a persuasive speech or letter directed to a specific audience advocating the best course of action for Australia. In short, your persuasive piece needs to answer the following question:

**What should Australia do in the future to help its economy, environment, and the greatest number of people?**

You can write based on your own opinion or adopt a different perspective, but your piece needs to include...

- A clear thesis and a consistent point of view
- Factual information about Australia (population, regions and biomes, climate, resources, industries, etc.) incorporated into your argument. Refer to your Cornell Notes for this information.
- Key terms from article and chapter (Cornell Notes)
- Direct or indirect answers to the essential questions (listed above)
- An acknowledgement and rebuttal of potential counter arguments (i.e. What are the arguments against your argument? Why are those arguments wrong?)

You will be evaluated based on the content rubric below and the STARR Persuasive Writing Rubric* on the other side of this page.

<table>
<thead>
<tr>
<th>Content</th>
<th>Accomplished</th>
<th>Satisfactory</th>
<th>Basic</th>
<th>No Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Australia</td>
<td>Includes at least 5 relevant facts and 3 key terms related to Australia’s geography; facts and terms well integrated into argument.</td>
<td>Fewer than 5 facts and 3 terms well integrated; or sufficient facts and terms not fully integrated into argument.</td>
<td>Not enough facts and/or terms; not well integrated.</td>
<td>Missing facts and terms.</td>
</tr>
<tr>
<td>Essential questions</td>
<td>Essential questions are addressed and thoroughly answered throughout the course of the argument.</td>
<td>Essential questions are addressed, but lack depth in answers.</td>
<td>Essential questions may be referenced or stated, but not answered effectively.</td>
<td>Essential questions not considered.</td>
</tr>
</tbody>
</table>

* Adapted from TEA Rubric by International School of the Americas English Department
### ONE (LIMITED)

**Organization/Progression**
- Absence of functional organizational structure causes the essay to lack clarity and direction.
- **Writer's position** (thesis) is missing or unclear.
- Fails to maintain focus on issue or contains extraneous information. May shift abruptly from idea to idea.
- Progression of ideas is weak, random, or illogical.

**Development of Ideas**
- Development of ideas is weak. Argument is ineffective/convincing because reasons and evidence are inappropriate, vague, or insufficient.
- Response to prompt is vague, confused, or weakly linked to the prompt.

**Use of Language/Conventions**
- Word choice is vague or limited, reflecting little or no awareness of the persuasive purpose and inappropriate tone.
- Word choice may impede the clarity and quality of the essay.
- Sentences are simplistic, awkward, or uncontrolled.
- Little or no command of sentence boundaries, spelling, capitalization, punctuation, grammar, and usage. Serious and persistent errors create disruptions in the fluency of the writing and interfere with meaning.

### TWO (BASIC)

**Organization/Progression**
- Essay is not always clear; organizational strategy is only somewhat suited to task.
- Most ideas generally relate to the topic.
- **Writer's position** (thesis) is weak or somewhat unclear.
- Irrelevant information interferes with focus.
- Progression of ideas is not always logical.
- Repetition or wordiness causes disruptions.
- Sentence to sentence connections are weak.

**Development of Ideas**
- Development of ideas is minimal; the argument is superficial and unconvincing.
- Reflects little or no thoughtfulness; formulaic approach.
- Demonstrates limited understanding of task.

**Use of Language/Conventions**
- Word choice is general or imprecise and does not establish a tone.
- Sentences may be awkward or only somewhat controlled.
- Partial command of sentence boundaries, spelling, capitalization, punctuation, grammar, and usage; at times, errors may cause disruptions in fluency or meaning.

### THREE (SATISFACTORY)

**Organization/Progression**
- Organizing structure is appropriate.
- Clear position (thesis); ideas are related and clear; some minor lapses.
- Progression of ideas is generally logical and controlled with meaningful transitions.

**Development of Ideas**
- Development of ideas is sufficient; reasons and evidence are convincing.
- Essay reflects some thoughtfulness.
- Response is original rather than formulaic.
- Demonstrates good understanding of persuasive writing task.

**Use of Language/Conventions**
- Word choice is clear and specific; usually contributes to quality and clarity.
- Word choice reflects awareness of persuasive purpose; appropriate tone.
- Sentences are varied and adequately controlled.
- Adequate command of sentence boundaries, spelling, capitalization, punctuation, grammar, and usage.

### FOUR (ACCOMPLISHED)

**Organization/Progression**
- Organizing structure is clearly appropriate.
- Essay is skillfully crafted with clarity.
- Ideas strongly relate to the thesis and are clear.
- Essay is unified and coherent.
- Progression of ideas is logical and well controlled with meaningful transitions.

**Development of Ideas**
- Argument is forceful and convincing.
- Essay is thoughtful and engaging; writer may recognize complexity of the issue, consider opposing points of view, and use unique experiences or world view.
- Demonstrates thorough understanding of persuasive writing task.

**Use of Language/Conventions**
- Word choice is purposeful and precise; strongly contributes to quality and clarity.
- Word choice reflects awareness of persuasive purpose; appropriate tone.
- Sentences are purposeful, varied, and well controlled; enhance effectiveness.
- Consistent command of sentence boundaries, spelling, capitalization, punctuation, grammar, and usage.
Cornell Notes Template
Sites for Role Research

Mine Owner

- http://en.wikipedia.org/wiki/Mining_in_Australia

Member of Aboriginal Group

- http://en.wikipedia.org/wiki/Australian_Aborigines

Marine Biologist

- http://www.guardian.co.uk/environment/2003/dec/04/australia.science

Farmer/Rancher

- http://en.wikipedia.org/wiki/Agriculture_in_Australia

Fisherman/woman

- http://www.guardian.co.uk/environment/2003/dec/04/australia.science
<table>
<thead>
<tr>
<th>My Role:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where I live (City, State):</td>
</tr>
<tr>
<td>Information about my city/state/region:</td>
</tr>
<tr>
<td>Population:</td>
</tr>
<tr>
<td>Major industries:</td>
</tr>
<tr>
<td>Climate:</td>
</tr>
<tr>
<td>Geographical features:</td>
</tr>
<tr>
<td>Map</td>
</tr>
<tr>
<td>What is my day-to-day life like?</td>
</tr>
<tr>
<td>What are my priorities? (based on occupation, region, lifestyle, etc.)</td>
</tr>
<tr>
<td>What are my thoughts on the ECONOMY?</td>
</tr>
<tr>
<td>What are my thoughts on the ENVIRONMENT</td>
</tr>
</tbody>
</table>
Four Corners Statements

1. Because it is such a unique and vast ecosystem, the Great Barrier Reef, along with Australia’s other natural wonders, should be preserved at all cost.
2. Creating a lot of jobs is one of the most important things a government can do for its people.
3. It’s entirely possible to protect the environment and make sure there are enough jobs for everyone.
4. Because they were the original inhabitants of Australia, the Aboriginal groups should have rights to the land their ancestors inhabited.
5. It’s ok to hurt the habitat of a few animals or people to help the greater good.
1. I will be writing a LETTER or SPEECH (circle one)

2. Write a 1-2 sentence response to the following question. Basically, you’re summarizing your opinion. **What should Australia do in the future to help its economy, environment, and the greatest number of people?**

3. Why do you think this is the best course of action? What is your rationale for your position?

4. To whom is your argument directed? Who is your audience?
5. What are five facts about Australia that you could connect to your argument. List them below and explain how they can support your point of view.

1. 

2. 

3. 

4. 

5. 

6. What are three Australia-specific terms that you could connect to your argument. List them below and explain how they can support your point of view.

1. 

2. 

3. 
7. Answer each of the essential questions now that you know more about Australia. Explain how you will connect each one to your argument.

1. What are the unique challenges facing Australia based on its geographic location and population?

2. What differing concerns do Australia’s urban and rural populations have?

3. How can Australia protect its environment while still promoting its economy?
7. What are at least two potential counter-arguments to your argument?

⇒ Counter-argument #1

How will I refute it?

⇒ Counter-argument #2

How will I refute it?