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

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# UNDERSTANDING BY DESIGN

## Unit Cover Page

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.

## UbD Template 2.0

Stage 1 – Desired Results		
<p>Established Goals (e.g., standards) Texas Essential Knowledge and Skills: World Geography Studies</p> <p>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.</p> <p>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</p>	<b>Transfer</b>	
	<p><i>Students will independently use their learning to...</i></p> <p>Write a persuasive speech or letter advocating for a specific position or course of action to address Australia’s economic and environmental concerns</p>	
	<b>Meaning</b>	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <p><b>Understandings</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Australia has unique environmental concerns.</li> <li>• The growing Australian economy and population presents dilemmas for environmental preservation.</li> <li>• The indigenous, rural, and urban populations of Australia have very different lifestyles and needs.</li> </ul> </td> <td style="width: 50%;"> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What are the unique challenges facing Australia based on its geographic location and population?</li> <li>• What differing concerns do Australia’s urban and rural populations have?</li> <li>• How can Australia protect its environment while still promoting its economy?</li> </ul> </td> </tr> </table>	<p><b>Understandings</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Australia has unique environmental concerns.</li> <li>• The growing Australian economy and population presents dilemmas for environmental preservation.</li> <li>• The indigenous, rural, and urban populations of Australia have very different lifestyles and needs.</li> </ul>
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<b>Acquisition</b>		
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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**

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

**Stage 3 – Learning Plan**

<b>CODE</b> (A, M, T)	<p>Pre-Assessment  <i>How will you check students’ prior knowledge, skill levels, and potential misconceptions?</i></p> <p>KWL            Ask essential questions (as exit ticket/journal)</p>	
	<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Lesson 1:               <ul style="list-style-type: none"> <li>○ Australia KWL</li> </ul>               After KW, read National Geo article and textbook chapter. Complete “L” column. Use Cornell Notes to capture important information.  <a href="http://education.nationalgeographic.com/encyclopedia/oceania-resources/?ar_a=1&amp;ar_r=3#page=1">http://education.nationalgeographic.com/encyclopedia/oceania-resources/?ar_a=1&amp;ar_r=3#page=1</a> <ul style="list-style-type: none"> <li>○ Journal/exit ticket with essential questions</li> </ul> </li> <li>• Lesson 2:               <ul style="list-style-type: none"> <li>○ Introduce Roles</li> <li>○ Students use provided articles and textbook and internet research to complete profile</li> </ul> </li> <li>• Lesson 3:               <ul style="list-style-type: none"> <li>○ People w/same role work together to create map representing their person/region and presentation for class</li> <li>○ Groups present to class</li> </ul> </li> <li>• Lesson 4:               <ul style="list-style-type: none"> <li>○ 4-Corners to discuss pros &amp; cons of different approaches for the future of Australia.</li> <li>○ Start pre-writing for persuasive letter/speech</li> </ul> </li> <li>• Lesson 5:               <ul style="list-style-type: none"> <li>○ Writing day</li> </ul> </li> </ul>	<p>Progress Monitoring (e.g., formative data)</p> <p>Cornell Notes and exit tickets</p> <p>Informal feedback on presentations</p> <p>Check for understanding during 4-corners</p> <p>Persuasive letter/speech pre-writing</p>

## 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.

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

*\* Adapted from TEA Rubric by International School of the Americas English Department*

Name:

<p style="text-align: center;"><b>ONE (LIMITED)</b></p> <p><b>Organization/Progression</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Absence of functional organizational structure causes the essay to lack clarity and direction.</li><li><input type="checkbox"/> <b>Writer's position</b> (thesis) is missing or unclear. Fails to maintain focus on issue or contains extraneous information. May shift abruptly from idea to idea</li><li><input type="checkbox"/> Progression of ideas is weak, random, or illogical</li></ul> <p><b>Development of Ideas</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Development of ideas is weak. Argument is ineffective/unconvincing because reasons and evidence are inappropriate, vague, or insufficient.</li><li><input type="checkbox"/> Response to prompt is vague, confused, or weakly linked to the prompts.</li></ul> <p><b>Use of Language/Conventions</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Word choice is vague or limited, reflecting little or no awareness of the persuasive purpose and inappropriate tone.</li><li><input type="checkbox"/> Word choice may impede the quality and clarity of the essay.</li><li><input type="checkbox"/> Sentences are simplistic, awkward, or uncontrolled</li><li><input type="checkbox"/> 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.</li></ul>	<p style="text-align: center;"><b>TWO (BASIC)</b></p> <p><b>Organization/Progression</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Essay is not always clear; organizational strategy is only somewhat suited for task</li><li><input type="checkbox"/> Most ideas generally relate to the topic</li><li><input type="checkbox"/> <b>Writer's position</b> (thesis) is weak or somewhat unclear</li><li><input type="checkbox"/> Irrelevant information interferes with focus</li><li><input type="checkbox"/> Progression of ideas is not always logical</li><li><input type="checkbox"/> Repetition or wordiness causes disruptions</li><li><input type="checkbox"/> Sentence to sentence connections are weak</li></ul> <p><b>Development of Ideas</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Development of ideas is minimal; the argument is superficial and unconvincing</li><li><input type="checkbox"/> Reflects little or no thoughtfulness; formulaic approach</li><li><input type="checkbox"/> Demonstrates limited understanding of task</li></ul> <p><b>Use of Language/Conventions</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Word choice is general or imprecise and does not establish a tone.</li><li><input type="checkbox"/> Sentences may be awkward or only somewhat uncontrolled</li><li><input type="checkbox"/> Partial command of sentence boundaries, spelling, capitalization, punctuation, grammar, and usage; at times, errors may cause disruptions in fluency or meaning</li></ul>
<p style="text-align: center;"><b>THREE (SATISFACTORY)</b></p> <p><b>Organization/Progression</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Organizing structure is appropriate</li><li><input type="checkbox"/> Clear position (thesis); ideas are related and are clear; some minor lapses</li><li><input type="checkbox"/> Progression of ideas is generally logical and controlled with meaningful transitions</li></ul> <p><b>Development of Ideas</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Development of ideas is sufficient; reasons and evidence are convincing</li><li><input type="checkbox"/> Essay reflects some thoughtfulness</li><li><input type="checkbox"/> Response is original rather than formulaic</li><li><input type="checkbox"/> Demonstrates good understanding of persuasive writing task</li></ul> <p><b>Use of Language/Conventions</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Word choice is clear and specific; usually contributes to quality and clarity</li><li><input type="checkbox"/> Word choice reflects an awareness of persuasive purpose; appropriate tone</li><li><input type="checkbox"/> Sentences are varied and adequately controlled</li><li><input type="checkbox"/> Adequate command of sentence boundaries, spelling, capitalization, punctuation, grammar, and usage</li></ul>	<p style="text-align: center;"><b>FOUR (ACCOMPLISHED)</b></p> <p><b>Organization/Progression</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Organizing structure is clearly appropriate</li><li><input type="checkbox"/> Essay is skillfully crafted with clear thesis</li><li><input type="checkbox"/> Ideas strongly relate to the thesis and are clear</li><li><input type="checkbox"/> Essay is unified and coherent</li><li><input type="checkbox"/> Progression of ideas is logical and well controlled with meaningful transitions</li></ul> <p><b>Development of Ideas</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Argument is forceful and convincing</li><li><input type="checkbox"/> Essay is thoughtful and engaging; writer may recognize complexity of the issue, consider opposing points of view, use unique experiences or world view</li><li><input type="checkbox"/> Demonstrates thorough understanding of persuasive writing task</li></ul> <p><b>Use of Language/Conventions</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Word choice is purposeful and precise; strongly contributes to quality and clarity</li><li><input type="checkbox"/> Word choice reflects keen awareness of persuasive purpose; appropriate tone</li><li><input type="checkbox"/> Sentences are purposeful, varied, and well controlled; enhance effectiveness</li><li><input type="checkbox"/> Consistent command of sentence boundaries, spelling, capitalization, punctuation, grammar, and usage</li></ul>

STAAR Persuasive Writing Rubric



## Sites for Role Research

### Mine Owner

- <http://www.australiancoal.com.au/>
- [http://en.wikipedia.org/wiki/Mining\\_in\\_Australia](http://en.wikipedia.org/wiki/Mining_in_Australia)
- [http://en.wikipedia.org/wiki/Coal\\_mining](http://en.wikipedia.org/wiki/Coal_mining)
- <http://www.abc.net.au/news/2012-06-12/resources-sector-fears-marine-park-impact/4065698?section=business>

### Member of Aboriginal Group

- [http://en.wikipedia.org/wiki/Australian\\_Aborigines](http://en.wikipedia.org/wiki/Australian_Aborigines)
- <http://www.theaustralian.com.au/news/breaking-news/australia-paralysed-on-indigenous-rights/story-fn3dxity-1226372977486>
- [http://en.wikipedia.org/wiki/History\\_of\\_Indigenous\\_Australians](http://en.wikipedia.org/wiki/History_of_Indigenous_Australians)
- <http://www.guardian.co.uk/environment/2010/aug/09/austrailia-aboriginal-uranium-mining>

### Marine Biologist

- <http://australia.gov.au/about-australia/australian-story/great-barrier-reef>
- <http://www.amcs.org.au/>
- <http://www.guardian.co.uk/environment/2003/dec/04/australia.science>

### Farmer/Rancher

- [http://en.wikipedia.org/wiki/Agriculture\\_in\\_Australia](http://en.wikipedia.org/wiki/Agriculture_in_Australia)
- <http://www.daff.gov.au/agriculture-food>
- <http://www.agric.wa.gov.au/HOME.html?s=1481705747>
- [http://www.farminstitute.org.au/newsletter/May\\_featurearticle.html](http://www.farminstitute.org.au/newsletter/May_featurearticle.html)

### Fisherman/woman

- <http://www.abc.net.au/news/2012-06-12/resources-sector-fears-marine-park-impact/4065698?section=business>
- <http://www.guardian.co.uk/environment/2003/dec/04/australia.science>
- <http://www.wafic.org.au/>

My Role:	
Where I live (City, State):	Information about my city/state/region: Population: Major industries: Climate: Geographical features:
Map	
What is my day-to-day life like?	
What are my priorities? (based on occupation, region, lifestyle, etc.)	
What are my thoughts on the ECONOMY ?	What are my thoughts on the ENVIRONMENT

### 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.

## Persuasive Letter/Speech Pre-writing

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?