Activity Guide

Humans: How They Relate to Their Environment and Other Living Things

NM Learning Standards Assessed: (See Table at the end of this Activity)

Lesson Plan

NM Learning Standards Addressed: (see Standards section in this lesson plan)

Objectives:

(Notes:

1. *It is neither necessary nor recommended to attempt all objectives listed below. We recommend choosing objectives and activities based on the needs of your group of students.*
2. *Alternatively, skip to the sections "Culturally Responsive Teaching Learning" and "VABB Analysis" and use these prompts for discussion and reflection.)*

Level One Objective
1. After analyzing informational text in written and audio format using a graphic organizer and participating in a group discussion, students will:
   a. Create maps, charts, infographics, or digital media that communicate research findings or other significant information. *(see activity 1 in the "Activities" section of this plan)*
   b. Develop compelling questions about a relevant topic of interest. *(see activity 2 in the "Activities" section of this plan)*

Level Two Objective
1. After analyzing informational text in written and audio format using a graphic organizer and participating in

a group discussion, students will:
  a. Engage in academic discussions analyzing multiple viewpoints on public issues. *(see activity 3 in the "Activities" section of this plan)*
  b. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. *(see activity 3 in the "Activities" section of this plan)*

Level Three Objective

2. After analyzing informational text in written and audio format using a graphic organizer and participating in a group discussion, students will:
  a. Create maps, charts, infographics, or digital media that communicate research findings or other significant information. *(see activity #4 in the "Activities" section of this plan)*
  b. Describe how the local environment impacts cultures and technology. *(see activity #4 in the "Activities" section of this plan)* Describe how people impact the local environment.. *(see activity #4 in the "Activities" section of this plan)*

Materials/resources Used

1. "Good News Good Planet" website
   a. Audio Recorded Story
   b. Story transcript (text)
2. Printable Materials for level 1,2, and 3 activities. (choose one or more activities depending on time and intended level of difficulty).

Assessments

Students show that they can support their answer each item prompt by citing evidence from the text.

Culturally and Linguistically Responsive Teaching and Learning

(Considerations for teacher planning and class discussion)

1. Who is represented in this story?

2. How are those groups and/or individuals portrayed?

3. Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?

4. How is this story culturally/linguistically responsive?

VABB Analysis

Validate	Affirm
The intentional and purposeful legitimization of the home culture and language of the student.	*The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by corporate mainstream.*
The information in this story is important to me because…	**Who is represented in this story?** **How are those groups and/or individuals portrayed?**
Build	**Bridge**
Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.	*Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.*
The information in this story is important to my family and community because…	**Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?**

NM Learning Standards addressed in this GNGP lesson

Inquiry	6.14. Create maps, charts, infographics, or digital media that communicate research findings or other significant information.
	7.10. Engage in academic discussions analyzing multiple viewpoints on public issues.
	8.1. Develop compelling questions about a relevant topic of interest.
	9-12.Econ.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
Economics/Personal Financial Literacy	9-12.Econ.14. Gather and evaluate sources to explain the relationship between economic decisions and environmental consequences.
Geography	6.17. Create and use maps, globes, and graphs to gather, analyze, and report geographic information.
	6.27. Describe how the local environment impacts cultures and technology. 6.28. Describe how people impact the local environment.
	7.19. Describe how environmental factors affect human activities and resource use.
	9-12.Geo.33. Assess how social, economic, political, and environmental developments at global, national, regional and local levels affect the sustainability of modern and traditional cultures.

Unesco Global Citizenship Standards addressed in this GNGP lesson

Global Citizens, is a learning series that addresses topics of Global Citizenship. According to The United Nations "While the world may be increasingly interconnected, human rights violations, inequality and poverty still threaten peace and sustainability.

Global Citizenship Education (GCED) is the United Nations Educational, Scientific, and Cultural Organization's (UNESCO) response to these challenges. It works by empowering learners of all ages to understand that these are global, not local issues and to become active promoters of more peaceful, tolerant, inclusive, secure and sustainable societies."

Global Education, learning series focuses on UNESCO's Global Citizenship Domains of Learning. (link to sample activity: https://forms.gle/HnJy84XkmJpLSURy8)

Each learning activity address one of the learning objectives below:

Global Citizenship

While the world may be increasingly interconnected, human rights violations, inequality and poverty still threaten peace and sustainability.
Global Citizenship Education (GCED) is UNESCO's response to these challenges. It works by empowering learners of all ages to understand that these are global, not local issues and to become active promoters of more peaceful, tolerant, inclusive, secure and sustainable societies.

Global Citizenship Domains of Learning: (Citation see link below)

https://unesdoc.unesco.org/in/documentViewer.xhtml?v=2.1.196&id=p::usmarcdef_0000232993&file=/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach_import_59f36c73-b9c9-4898-aea4-f93623d8a898%3F_%3D232993eng.pdf&locale=en&multi=true&ark=/ark:/48223/pf0000232993/PDF/232993eng.pdf#998_15_ED_EN_int.indd%3A.16820%3A424

Key Learning Outcomes

Cognitive	Socio-Emotional	Behavioral
• Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations • Learners develop skills for critical thinking and analysis	•Learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights •Learners develop attitudes of empathy, solidarity and respect for differences and diversity	•Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world • Learners develop motivation and willingness to take necessary actions

Key Learning Attributes

Cognitive	Socio-Emotional	Behavioral
Informed and critically literate • Know about local, national and global issues, governance systems and structures •Understand the interdependence and connections of global and local concerns	**Socially connected and respectful of diversity** •Cultivate and manage identities, relationships and feeling of belongingness •Share values and responsibilities based on human rights •Develop attitudes to appreciate	**Ethically responsible and engaged** • Enact appropriate skills, values, beliefs and attitudes • Demonstrate personal and social responsibility for a peaceful and sustainable world • Develop motivation and

• Develop skills for critical inquiry and analysis	and respect differences and diversity	willingness to care for the common good
Topics		
1. Local, national and global systems and structures 2. Issues affecting interaction and connectedness of communities at local, national and global levels 3. Underlying assumptions and power dynamics	4. Different levels of identity 5. Different communities people belong to and how these are connected 6. Difference and respect for diversity	7. Actions that can be taken individually and collectively 8. Ethically responsible behaviour 9. Getting engaged and taking action

Activities: The pages that follow include printable resources for completing the activities in this lesson plan. Keep the following in mind as you plan instruction:

1. **Keep it simple:** It is neither necessary nor recommended that you attempt to complete all of the activities in this lesson plan. Instead, choose the activities that best fit the learning needs of your class. The most important consideration is to allow your students an opportunity to actively process the stories that they have listened to.

2. **Differentiation:** All students do not need to do the same activity. You may choose to match activities with different levels of difficulty or learning objectives to meet individual needs.

3. **Getting away from the worksheet:** These activities can be completed in multiple ways. Rather than asking students to complete the activity in its printable form, consider having groups of students create posters, presentations, or use other formats. Teachers may also use the activity sheet as a guide for a whole class discussion rather than asking each student to create their own written response.

4. **Go your own way:** You may already have your own approach to helping students to evaluate and understand a text. Use that if you wish.

5. **Cultural and Linguistic Responsiveness:** You may want to forgo the activities altogether and use the sections of this lesson plan that focus on cultural responsiveness. These are: "Culturally and Linguistically Responsive Teaching and Learning" and "Validate, Affirm, Build, and Bridge VABB Analysis"

GEOGRAPHIC REGIONS: **Uniform/Homogenous Regions**

What is a uniform or homogenous region? Regions that are uniform or homogeneous are areas where everything or everyone in that region shares common attributes or traits like political, language, climate, physical, and cultural regions.

Do some Research:
Think about the story that you read and listened to. In the spaces below, identify as many regions as you can that describe where the story takes place. Next, create a drawing or map illustrating these regions.

Political Regions	Linguistic Region	Climate Region
Example: Taos, New Mexico in the United States	Example: The French speaking province of Quebec, Canada	Example: polar, temperate, arid, tropical, Mediterranean and tundra
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Draw a Map Showing the three regions above

Student Name: _____ Grade: _____ School: _____

Identifying Geographic Regions: Uniform/Homogenous Regions
(Page 2 of 2)

GEOGRAPHIC REGIONS: Uniform or Homogenous Regions	
Physical Regions Example: The Rocky Mountains or Gobi Desert	Cultural Region Example: Polynesia or the Middle East
_____ _____ _____	_____ _____ _____

Draw a Map Showing the two regions above

Activity #2 **Developing Compelling Questions**
(Page 1 of 2)

CREATING COMPELLING QUESTIONS

So what is a *compelling question*?
You know you have a compelling question if it is…

Relevant to the learners' lives and interests

Important: The question goes beyond the one story that you read

Challenging: Open-ended, requires high-order thinking! Do not have clear answers

Written like a hook: makes you think!

Equity-focused: helps you to consider fairness, justice, or equity in community.

Examples of Compelling Questions

Why do we need rules?

Why should we care about people who we do not even know?

Why should we be able to empathize with others?

Was the Civil Rights movement successful? Are race relations improving in the US?

What is the point of studying social studies?

Is it better to be loved or feared?

Why should we work to make our community and/or world a better place?

Challenge yourself or your group to create as many compelling questions as you can about the story that you read and listened to. Use the description above to make sure that the questions you ask are compelling questions.

1. _____
_____
_____

Some answers to this question are:

_____
_____
_____

_____
_____
_____

Student Name: _____ Grade: _____ School: _____

Activity #2 (continued) Developing Compelling Questions
(Page 2 of 2)

2. _____
   _____
   _____

Some answers to this question are:

_____
_____
_____
_____
_____
_____

3. _____
   _____
   _____

Some answers to this question are:

_____
_____
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Student Name: _____ Grade: _____ School: _____

Developing an argument: Problem and Solution

Problem and Solution:

Problem: What problem does the author identify in this story?

_____
_____
_____
_____
_____

Solution: What solution does the author identify in this story?

_____
_____
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_____

Your Solution: Does a similar problem exist in your community? What might be some solutions for this problem in your community? Create an argument using facts to support your conclusion.

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Student Name: _____ Grade: _____ School: _____

c. Create maps, charts, infographics, or digital media that communicate research findings or other significant information. *(see activities 1 and 2 in the "Activities" section of this plan)*
d. Describe how the local environment impacts cultures and technology. *(see activity 1 in the "Activities" section of this plan)*

WHAT IS A LOCAL ENVIRONMENT?

The local environment is the surroundings or conditions in which a person, animal, or plant lives or operates. It is also the natural world, as a whole or in a particular geographical area, especially as affected by human activity.

The Six Descriptors

Six ways to describe a local environment are: Population, Climate, Industry, Ecology, and Geographical Terrain

1. **Population** (We describe a population in many ways. See examples below.)

   a. **Population Density:** Population density refers to the size of any population in relation to some unit of space.
   b. **Population Growth:** Population growth is the increase in the number of people in a population or dispersed group. Global human population growth amounts to around 83 million annually, or **1.1% per year**. The global population has grown from 1 billion in 1800 to 7.9 billion in 2020.
   c. **Population Change:**
      ○ **Stable:** populations that remain constant over time.
      ○ **Irruptive or irregular:** the sudden change in the population size or density.
      ○ **Cyclic:** populations that rise and fall over a predictable period of time.

2. **Climate:** is the long-term pattern of weather in a particular area. Weather can change from hour-to-hour, day-to-day, month-to-month or even year-to-year. A region's weather patterns, usually tracked for at least 30 years, are considered its climate.

3. **Industry:** any large-scale business activity or a type of productive manufacture or trade. An example of industry is the coal mining business.

4. **Ecology:** the organisms and how they interact with the environment around them.

5. **Geographical Terrain:** This is usually described in terms of the elevation, slope, and orientation of terrain features. Terrain also affects surface water flow and distribution.

6. **Technology:** how the people in a region apply scientific knowledge, machinery, and equipment for practical purposes.

Student Name: _____ Grade: _____ School: _____

Scavenger Hunt: Now do some research about the local environment featured in the story.

On the previous page you learned about six ways or "descriptors" used to describe a local environment: Population, Climate, Industry, Ecology, Geographical Terrain, and Technology. Follow the instructions below to complete a quick scavenger hunt.

1. Work with your teacher to choose two or three of the six descriptors that are the most relevant to the story.
2. Write the name of the descriptors you have chosen in each of the boxes below.

Descriptor #1	Descriptor #2	Descriptor #3

3. Now write two or three **facts** about the local environment featured in the story that fit each descriptor. *You will end up with a total of six to nine facts about the local environment you are studying.*

1._____
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2._____
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3._____
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Activity #4 Local Environment
(Page 3 of 4)

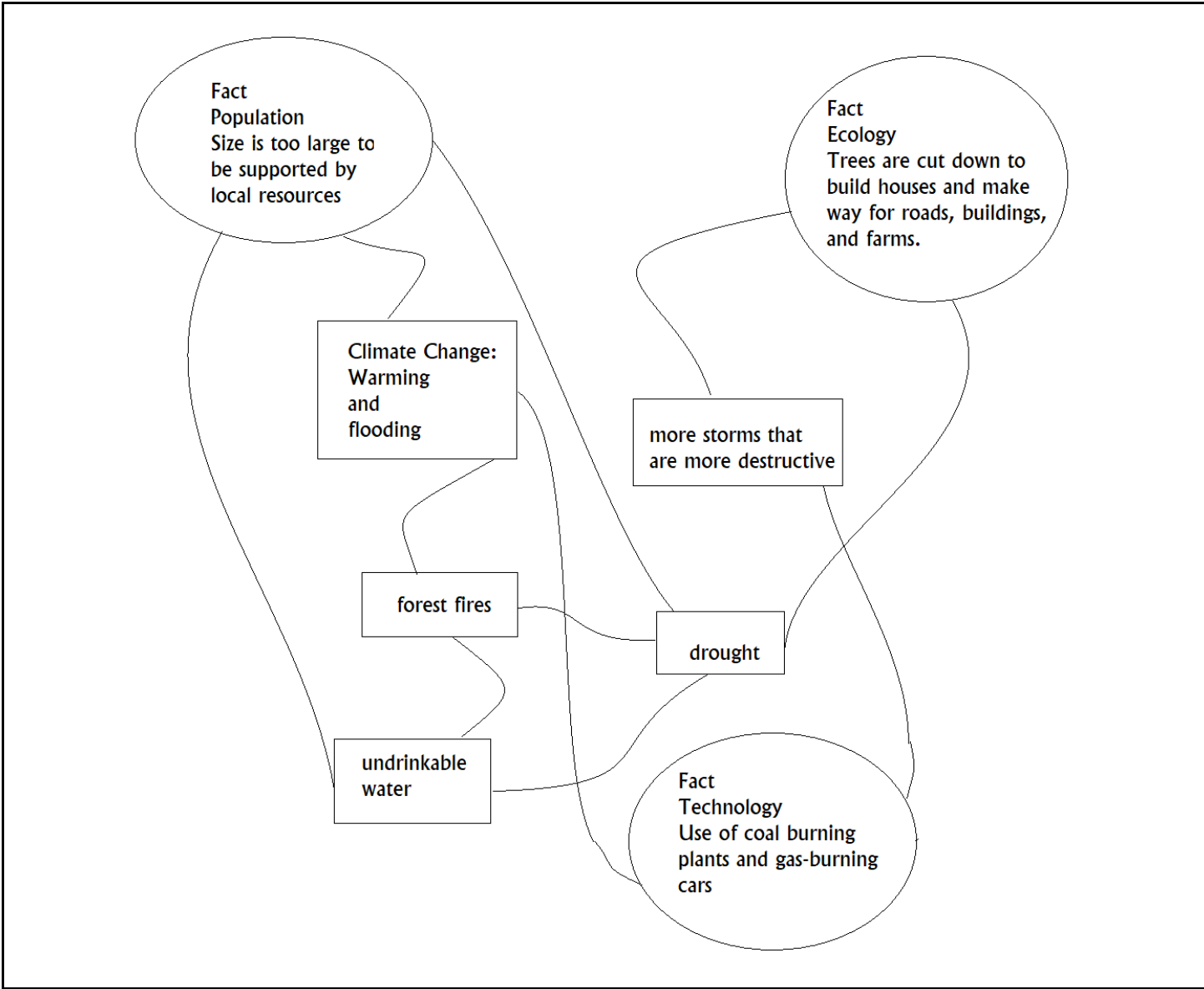| **Reciprocal Relationship in Local Environments** |
|---|
| **A Reciprocal Relationship exists when** there are two things that can influence one another. This means that each can be both a cause and an effect.

Here is an example: Humans impact the physical environment in many ways: overpopulation, pollution, burning fossil fuels, and deforestation. Changes like these have triggered climate change, soil erosion, poor air quality, and undrinkable water that impact the quality of life of humans and other living things. |
| **Showing Reciprocal Relationships Using a Graphic Organizer:**

The illustration below shows how to show a reciprocal relationship using a graphic organizer.

Create your own graphic organizer on the next page to show how each of the **facts** that you identified can both have an affect and be affected by each other. |

Fact
Population
Size is too large to be supported by local resources

Fact
Ecology
Trees are cut down to build houses and make way for roads, buildings, and farms.

Climate Change:
Warming and flooding

more storms that are more destructive

forest fires

drought

undrinkable water

Fact
Technology
Use of coal burning plants and gas-burning cars

Activity #4 Local Environment

(Page 4 of 4)

Use the space below to create your own graphic organizer showing the reciprocal relationship between each fact that you discovered in your research. Finally answer the question at the bottom of the page.

What solution was found to the problem that was identified in the story?

_____
_____
_____
_____

Student Name: _____ Grade: _____ School: _____