**LESSON PLAN TEMPLATE**

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Lesson Title:

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| Preservation of the Amazon Rainforest - Brazil |

In this unit students should be introduced to human geography with a concentration on culture. Students should address geographic elements and themes, the National Geography standards, and the NCSS Thematic strands. In addition students should interpret various types of geographic information and how geographers look at the world. Students should be able to analyze the characteristics of culture and apply this analysis to their world

Grade Level(s) and Subject:

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| 6-8 Graders ( Middle School) |

State Curricular Standards: A list of standards (with codes) that are satisfied/addressed by the lesson plan.

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| K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.\* [Clarification Statement: Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.]  Complete Guide for Kansas Education Standards:[https://community.ksde.org/LinkClick.aspx?fileticket=MCOLp\_kHGNU%3d&tabid=5785&mid=14106](https://community.ksde.org/LinkClick.aspx?fileticket=MCOLp_kHGNU%253d&tabid=5785&mid=14106) |

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| * Understands and develop global development and environmental issues * Student will gain environmental awareness * Students will develop social action attitudes * Students will learn how to do research and develop critical thinking * Students will expand their vocabulary |

Curriculum Goals and Objectives: In 3-4 lines, explain, in concrete and specific terms, what students will gain from your lesson plan.

Multicultural Goals: Please check or highlight one or more.

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Developing Multiple Historical Perspective

Developing Cultural Consciousness

Increasing Intercultural Competence

Combating Racism, Prejudice, and Discrimination

**Developing Awareness of the State of the Planet and Global Dynamics**

**Developing Social Action Skills**

Time (days/weeks) Required:

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| 3 days - 35 min lessons each day |

Required Materials / Supplies:

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| Art supplies, projector, books, pencils. |

Vocabulary: Please define vocabulary words; put foreign words in italics.

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| Learning a few words in Portuguese ( Brazil’s First Language)  *Oi !* Hello  *Bom Dia!* Good Morning !  *Tudo Bem?* How are you?  *Tchau!* Good-Bye  Salve a Floresta Amazonica! Save the Amazon Forest!  *<https://youtu.be/mibUAbOUnxM>. -* Learn how to count in Portuguese  English Vocabulary  **Preservation:**the activity or process of keeping something valued alive, intact, or free from damage or decay  **Deforestation:**the action or process of clearing of forests  *also* **:**the state of having been cleared of forests  **Erosion:**the action or process of eroding  **Global Warming :**an increase in the earth's atmospheric and oceanic temperatures widely predicted to occur due to an increase in the greenhouse effect resulting especially from pollution  Source:<https://www.merriam-webster.com/> |

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| **Instructional Framework + Daily Plan** | |
| 5 Minutes | Opening: Explore what students know/Preview what they will learn.   * Teacher will share and preview to students that they will have a discussion about the Amazon Brazilian Rainforest. Also, talk about climate change and ways to preserve our world. * Teacher and students will explore The Amazon through google images:<https://www.google.com/search?q=amazon+rainforest&tbm=isch&ved=2ahUKEwjox_-L9pTsAhUTBKwKHWijBA0Q2-cCegQIABAA&oq=amazon+rain&gs_lcp=CgNpbWcQARgAMgUIABCxAzIFCAAQsQMyBQgAELEDMgUIABCxAzIICAAQsQMQgwEyBQgAELEDMgIIADICCAAyAggAMgIIADoECCMQJzoECAAQQzoHCAAQsQMQQzoHCCMQ6gIQJ1CuDVjKL2C1N2gBcAB4AIABXIgB4gySAQIyM5gBAKABAaoBC2d3cy13aXotaW1nsAEKwAEB&sclient=img&ei=kZh2X6i7FZOIsAXoxpJo&bih=643&biw=1215&rlz=1C5CHFA_enUS818US818> |
| 35 min | Whole Group:   * Preview with research and explain team work involved on Brazil's Rain Forest - in this section teaches and student will discuss about the rainforest ecosystem , talk about the land , animals and facts about the Amazon rainforest ( under resources there are activities guides and books for review). * Goal is to gain knowledge through research and connect with Climate Change * Show video about the forest and climate change how it affects our world today and discuss (<https://www.youtube.com/watch?v=oFIqIrepQa0> * The Portuguese language is spoken in Brazil. Go over vocabulary to learn a little bit about Portuguese. * Go over vocabulary in English |
| Small Group:  First Day - Discussion: How Can we Help to save the Amazon Rainforest?  One of the biggest threats to the rainforest today is large-scale logging of rainforest trees. To help decrease the number of trees logged in the rainforest, you can:   * use recycled paper * recycle paper goods at home and at school * avoid buying products made from exotic woods that grow in the rainforest. * Second day - Assignment :Go to the Website: <https://www.ran.org/> * Check it out ways that we can do now to protect not only the Amazon but our planet. There are Community Action plans regarding Climate Change in the website research and present to class. * Also come up with a small project that your community (neighborhood) can do to help Climate change, deforestation or reduce waste. * **Groups will present to class on the last day ( Day 3) of the discussion about Amazon Rainforest** |
| Writing - this is part of the small group activity   * The teams will work on finding creative ways that we can do now to preserve not only the rain forest but our community (following the small group activity) * Each team member would have an assignment and a team leader.  Each team member would be responsible for writing a final report to present to class.  Also, the report should end with a solution/how can people help segment. * Teams can use creativity to show possible solutions to preserve the rainforest. * The team members are responsible for setting up the exhibit. |
| 5 Minutes | Closing: Revisit the Learning Targets  Students goals is to learn how to research and create opinions about current and important topics, they will understand the search for community, peace in the world. Using creativity students will develop an action plan to help their own community and also become better citizens.Understanding global environmental issues through the study of the Brazilian Amazon Rainforest. |

Instructional Framework + Daily Plan: Give as much detail as possible about the learning methods and activities.

Primary Source Bibliography: Please review definition at (<http://research.library.gsu.edu/primaryhistory>). Identify your source(s) so that others can find it such as websites with hyperlink or books with title, and publication date and (optional) link to on-line purchasing site.

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| Information about the country Brazil: <https://www.britannica.com/place/Brazil>  Climate Change , Amazon News: [https://phys.org/news/2009-02-climate-amazon-rainforest.html?utm\_source=TrendMD&utm\_medium=cpc&utm\_campaign=Phys.org\_TrendMD\_1&origin=d91aacb72f977b06ddebce8f811a7d1c#nRlv](https://phys.org/news/2009-02-climate-amazon-rainforest.html?utm_source=TrendMD&utm_medium=cpc&utm_campaign=Phys.org_TrendMD_1&origin=d91aacb72f977b06ddebce8f811a7d1c%23nRlv)  Information about being an activist and help:  <https://amazonwatch.org/>  <https://sosamazonia.org.br/>  <https://www.greenpeace.org.br/todos-pela-amazonia?gclid=CPOy1NyRrc8CFYcEkQod6-0Jsg> |

Other Resources Used: What non-primary sources or other items did you use that added a deeper understanding of this lesson’s topic? You may also include resources that teachers might appreciate if they want more background information.

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| Book:  The Great Kapok Tree: A Tale of the Amazon Rain Forest  Learn more: <https://www.amazon.com/dp/0152026142/ref=cm_sw_em_r_mt_dp_21wAFbVQ43AC5>  Rainforests: An Activity Guide for Ages 6–9  Learn more: <https://www.amazon.com/dp/1556524765/ref=cm_sw_em_r_mt_dp_JLODFbY9TSVT8>  Amazon River:<https://www.scholastic.com/teachers/articles/teaching-content/amazon-river/>  Brazil: <https://www.scholastic.com/teachers/articles/teaching-content/brazil/> |