NAME: John Kenlein – Lewis & Clark High School (Spokane, WA)

UNIT: Fostering Global Connections – Blending UN Classifications, Infrastructure, and Average Weekly Food Purchases

CONCEPTS FROM COURSE: Investigate the World, Communicate Ideas (EdSteps – Preparing Youth to Engage the World, p. 102 and 107)

GLOBAL EDUCATION FRAMEWORK: Neo-Liberalism (William Gaudelli – Heuristics of Global Citizenship Discourses, p. 71)

LENGTH: 9 class periods of 50 minutes

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| **Stage 1 Desired Results** |
| ESTABLISHED GOALS From Washington State EALRsEconomics 2.2.2 – Analyzes how and why countries have specialized in production of particular goods and/or services.Geography 3.2.1 – Evaluates human interaction with the environment across the world.From Robert J. Marzano’s Learning MapMarzano Instructional Framework: Element 6 – Identifying Critical InformationMarzano Instructional Framework: Element 17 – Identifying Similarities and DifferencesIMPORTANT VOCABULARY:developed economies, economies in transition, developing countries, infrastructure, food scarcity, food abundance, availability | ***Life Long Transfer Skills – Present Unit Example***  |
| 1. Understand classifications – United Nations country classifications
2. Summarize written material – World Economic Situation and Prospects 2012
3. Categorize visual material – Foods in a Week Photograph Series
4. Discuss complex details – GeoGuessr
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| ***Meaning*** |
| ENDURING UNDERSTANDINGSEconomy or economic factors are often a key indicator in classifications.People identify with classifications.Interaction brings change. | ESSENTIAL QUESTIONS What are the country classifications?How are countries classified by the UN?What is infrastructure?How is it related to classification?What is food scarcity? food abundance?How is food related to country classification? |
| ***Acquisition*** |
| *Students will know…* 1. Definitions of developed economies, economies in transition, developing countries, food scarcity, food abundance, and infrastructure.
2. How to read the United Nation’s statistical information.
3. The impact of availability as it relates to food in a region.
4. Keys to look for in finding a location on the globe.
 | *Students will be skilled at…* 1. Analyzing a country’s economic activities to place it in the UN country classification.
2. Citing specific evidence to support predictions of placement in an economic development model relating to infrastructure.
3. Viewing images for contextual clues and “guessing” a location.
4. Presenting a PowerPoint summarizing findings about a country’s classification.
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| **Stage 2 – Evidence** |
| **Evaluative Criteria** | **Assessment Evidence** |
| Assess, consider, choose, debate, determine, explain, recommend, summarize, support.Assess, choose, consider, construct, decide, determine, estimate, explain, judge, publish, select.Analyze, deduce, document, explain, point out, summarize.Analyze, appraise, classify, compare, decide, determine, interpret, perceive, select, support.Choose, compare, construct, decide, determine, editorialize, explain, interpret, justify, measure, prioritize, summarize, support, write.\*\*Same as above.\*Same as above.\*Same as above.Appraise, choose, construct, decide, defend, determine, dispute, estimate, explain, perceive, recommend, select, support, test, verify.  | PERFORMANCE TASK(S): CLASS 1 – INTRODUCTION AND GEOGUESSR (FIRST HALF) Introduction of definitions of 1) country classification, 2) developed economies, 3) economies in transition, 4) developing countries, 5) landlocked countries, and 6) small island developing states from provide packet p. 131 – 140 of World Economic Situation and Prospects 2012 (http://www.un.org/en/development/desa/policy/wesp/wesp\_current/2012country\_class.pdf) (SECOND HALF) Students partnered up on 15 COW (Computers on Wheels) laptops playing the game geoguessr.com with no prior instructions. Record high scores and closest to pin on white board.CLASS 2 - INFRASTRUCTURE AND DIY (FIRST HALF) Explore the idea of infrastructure – what it is, how it affects people, does it include people – which people? Allow use of BYOD to come up with the best definition as a class. (SECOND HALF) Design and draw your ideal community (think of Spokane, WA or Sim City if that helps) expanding upon your new knowledge of infrastructure on a piece of poster paper labeling 15 items on map. CLASS 3 – DEFINITIONS AND DOCUMENTARY. Explain food availability, scarcity, and abundance. Show “BBC Future of Food - Part 1: India” notes – seven key facts, two A-HA new understandings, and draw a picture. With ten minutes remaining in class, form groups of three to relate your key facts, understandings, and pictures with classmates. Place exemplars under document camera for class to see.CLASS 4 – GALLERY WALK. Gallery walk taking notes from images taken from Hungry Planet: What the World Eats Paperback by Peter Menzel & Faith D'Aluisio. Present the U.S. slide as an example to demonstrate note taking expectations then have students work with the eight other countries in the room – three examples of each level of economic classification.CLASS 5 – ECONOMIC BRIEFING POWER POINT. Select a country drawing a name from a bucket to create a 10 slide PowerPoint economic briefing. Slide 1 – Introduction, Slide 2 – Geographic Location and details, Slide 3 – General Resources, Slide 4 – Past economic status, Slide 7 – Present economic status, Slide 10 – Prediction of future economic status. Slide 5, 6, 8, 9 are free choice slides. A copy of the written narrative must be turned in and can be read or recorded.CLASS 6 – PRESENTATION WORK DAY. This would typically be a Friday so that presentations can begin on Monday.CLASS 7 – PRESENTATION DAY 1. CLASS 8 – PRESENTATION DAY 2.CLASS 9 – GEOGUESSR AND EXIT SLIP. Play the geoguessr.com game in groups of four or five – conversation, critique, and correlations could explode with this many thinkers. Using previous notes, class examples, and new knowledge produce four “texts” on a “four text exit slip” to explain 1) country classification, 2) infrastructure, 3) food availability, and 4) their biggest “take away” from the unit.   |
| **Stage 3 – Learning Plan** |
| *Summary of Key Learning Events and Instruction*(see above details for greater explanation, I view this as a daily overview)1. Using prepared handouts to complete definitions and laptops to play geoguessr.
2. Explore the idea of infrastructure. Write a class definition of the term. Design your own community of 10,000 persons.
3. New vocabulary relating to food then watching a film and note taking from the piece. Exemplars under doc cam for all to see.
4. Demonstrate expectations of note taking from U.S. example then students walk, talk, and write about the examples posted in room.
5. Students accept a country assignment, use laptop for PowerPoint presentation giving an “Economic Briefing.” The second, third, and fourth days of this project allow for completion, presentation, and adding information to map packet while presentations occur.
6. Final day involves playing the game from day one a second time in larger groups and producing an exit slip as summative assessment.
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