

Unit Plan Cover Page Template

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Subject: Geography

Grade Level: 6th

Class Time Required: 3-5 class periods (and time outside of class)

Unit Title: Kiribati: Victim of Climate Change?

Essential Questions:

1. How can people maintain their cultural identity if they must leave their homeland?
2. How does the pollution in one region of the world affect the environment in another?

Brief Description of the Unit:

In this activity, students will investigate the affects of climate change and global warming by completing a case study on the nation of Kiribati. Students will research history, culture, and climate challenges for Kiribati, and use this information to write an open letter to the people of Kiribati recommending solutions to maintaining their cultural awareness in the face of the environmental disasters of culture change.

Objectives/Common Core Reading and Writing Standards(s):

<http://dese.mo.gov/divimprove/curriculum/GLE/SSGLE10.20.04.pdf>
www.corestandards.org/ELA-literacy

NCSS Theme of People, Places, and the Environment:

Today's students are aware of the world beyond their personal locations. As students study this content, they create their spatial views and geographic perspectives. Social, cultural, economic, and civic demands require such knowledge to make informed and critical decisions about relationships between people and their environment.

Course Objective: The learner will apply the five themes of geography to the regions of the World. EG516 SS5 1.1

CCSS:RH. 6-8.2, RH 6-8.8, WHST.6-8.1, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10

Materials Needed:

Anchor Text: McDougal Littell World Cultures and Geography Chapter 2 Section 4 – Environmental Changes

Support Texts: Students will use the attached page of resources to build background knowledge as well as compare opinions about the effects of global warming in the world.

Information gathered from Karen Doolin's and Dana Bowers' lessons on natural disasters and two-minute Tuesdays

Technology Needed:

Students will utilize computers to read the support materials as well as write, edit and print their letter to the people of Kiribati.

Instructional Strategies: (Teacher Methods)

Using reading strategy of annotating texts while reading
Critical thinking and reading of articles and government documents
Group collaboration and discussion
Peer Editing

Instructional Activities: (What students do)

Students will read the textbook section on environmental changes – global warming. They will then watch two videos from YouTube about the affects of climate change on Kiribati and discuss their observations from the videos. Students will then be given the links to the web materials and case study papers. They will spend time reading and completing the case study, paying particular attention to the culture of the people, the effects of global change on the islands, recommendations for the future of the I-Kiribati, and the differing views on global climate change through close reading and annotation of the resources. After reading, students will spend time in small groups, discussing the problems and solutions of climate change in Kiribati and begin to formulate solutions. They will then draft, peer edit and review, and finalize their open letters to the I-Kiribati.

Suggested Timeline:

Class Period (minutes): Five 45 minute class periods, with time outside of class for finalizing letters.

Unit Resources:

http://www.youtube.com/watch?v=G_u16XlkRMI - Global Mail – “Will Climate Change Claim Kiribati?”
<http://www.youtube.com/watch?v=cTMkhboTiCk> - “Kiribati A Climate Change Reality”
<http://www.worldatlas.com/webimage/countrys/oceania/ki.htm> - World Atlas
<https://www.cia.gov/library/publications/the-world-factbook/geos/kr.html> - CIA World Factbook - Kiribati
<http://www.kiribatitourism.gov.ki/index.php/aboutkiribati/history> - History of Kiribati from government
<http://www.kiribatitourism.gov.ki/index.php/practicalinformation/languageculture> - Language and culture from government
<http://www.climate.gov.ki> - Climate change from Kiribati Government
<http://www.climate.gov.ki/category/action/mitigation/> Mitigation as response to climate change in Kiribati
<http://www.climate.gov.ki/category/action/adaptation/> Adaptation as response to climate change in Kiribati

Unit Resources Continued:

<http://www.climate.gov.ki/category/action/adaptation/kiribati-adaptation-program/kiribati-adaptation-program-phase-i/> Phase I of Kiribati Adaptation Program

<http://www.climate.gov.ki/category/action/adaptation/kiribati-adaptation-program/kiribati-adaptation-program-phase-ii/> Phase II of Kiribati Adaptation Program

<http://www.climate.gov.ki/category/action/adaptation/kiribati-adaptation-program/kiribati-adaptation-program-phase-iii/> Phase III of Kiribati Adaptation Program

<http://www.climate.gov.ki/category/action/relocation/> Relocation as response to climate change in Kiribati

http://www.pacificclimatechangescience.org/wp-content/uploads/2013/06/11_PCCSP_Kiribati_8pp.pdf - Brochure from Australian Government

<http://www.climate.gov.ki/2013/02/12/i-kiribati-want-to-migrate-with-dignity/> Migration with dignity

<http://www.telegraph.co.uk/news/worldnews/australiaandthepacific/tuvalu/7799503/Pacific-islands-growing-not-shrinking-due-to-climate-change.html> - Islands are getting larger, not smaller

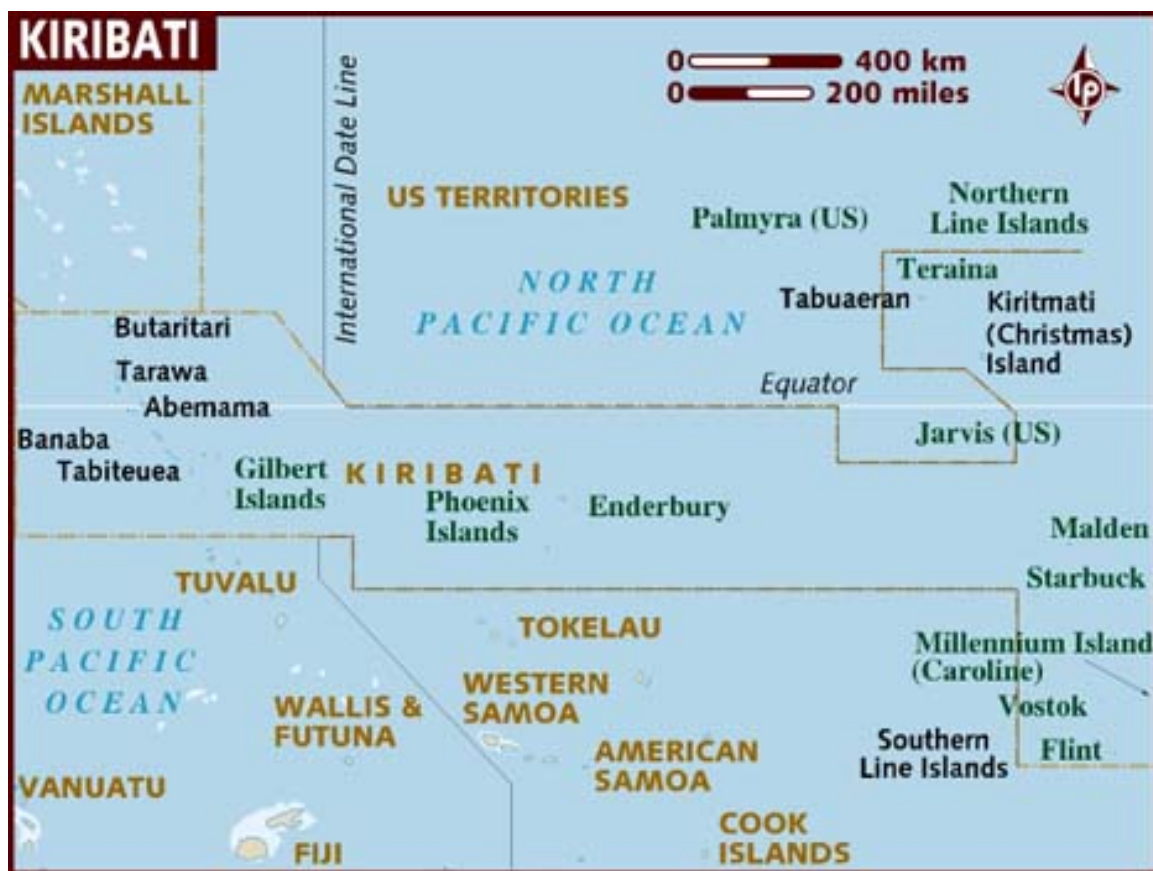
Assessment Descriptions: Write a brief overview here; attach scoring guides & keys:

Students will be assessed by writing a persuasive letter to the Kiribati people using information from their case study and group discussions for supporting evidence. See attached scoring guide.

Kiribati: Victim of Climate Change?

In this assignment, you will complete a case study of the island nation of Kiribati in the Pacific Ocean. Through reading of a series of web resources, you will learn about the history, culture and geography of Kiribati. This information will help you complete a case study about the current problems created by climate change and global warming that are affecting the people and future of the country. You will need to read with a critical eye through all of the materials and not be afraid to branch out to gain as much knowledge as possible about this situation. Be warned, there are many sides to this issue.

Your case study notes will be used to write a letter to the people of Kiribati. This letter should demonstrate understanding about the culture of Kiribati, detail information about the environmental challenges facing the country, and offer real suggestions on the best plan of action to pursue in the near future to preserve the way of life for the people of Kiribati.



http://www.lonelyplanet.com/maps/pacific/kiribati/map_of_kiribati.jpg

Case Study on Kiribati

Directions: Use the web resources provided to address the following questions. Be thorough in your answers. Be sure to include the sources you use to answer each part of the case study.

1. Briefly describe the history of Kiribati.
 - a. Which larger countries once controlled parts of Kiribati?

Source(s):

- b. How did others who controlled the land before 1979 use the land and resources?

Source(s):

2. Describe the geography of Kiribati. (make sure to include information about climate and terrain)

Source(s):

3. Describe the culture of Kiribati.

Source(s):

4. What are natural hazards and environmental issues faced in Kiribati today?

Source(s):

5. Detail the Kiribati government's three-step approach to solving the problems of climate change for the country.

(a) Mitigation

(b) Adaptation

(c) Relocation

Source(s):

6. While there is little debate about the changes taking place in the habitability of Kiribati, many dispute details about global warming. What are some of the differing opinions about global warming and its effect on climate change? What evidence is presented on both sides of this argument?

Source(s):

Web Resources for Kiribati: Victim of Climate Change?

Use these resources as you gather information for your case study and letter to the people of Kiribati.

1. http://www.youtube.com/watch?v=G_u16XlkRMI - Global Mail – “Will Climate Change Claim Kiribati?”
2. <http://www.youtube.com/watch?v=cTMkhboTiCk> - “Kiribati A Climate Change Reality”
3. <http://www.worldatlas.com/webimage/countrys/oceania/ki.htm> - World Atlas
4. <https://www.cia.gov/library/publications/the-world-factbook/geos/kr.html> - CIA World Factbook - Kiribati
5. <http://www.kiribatitourism.gov.ki/index.php/aboutkiribati/history> - History of Kiribati from government
6. <http://www.kiribatitourism.gov.ki/index.php/practicalinformation/languageculture> - Language and culture from government
7. <http://www.climate.gov.ki> - Climate change from Kiribati Government
8. <http://www.climate.gov.ki/category/action/mitigation/> Mitigation as response to climate change in Kiribati
9. <http://www.climate.gov.ki/category/action/adaptation/> Adaptation as response to climate change in Kiribati
10. <http://www.climate.gov.ki/category/action/adaptation/kiribati-adaptation-program/kiribati-adaptation-program-phase-i/> Phase I of Kiribati Adaptation Program
11. <http://www.climate.gov.ki/category/action/adaptation/kiribati-adaptation-program/kiribati-adaptation-program-phase-ii/> Phase II of Kiribati Adaptation Program
12. <http://www.climate.gov.ki/category/action/adaptation/kiribati-adaptation-program/kiribati-adaptation-program-phase-iii/> Phase III of Kiribati Adaptation Program
13. <http://www.climate.gov.ki/category/action/relocation/> Relocation as response to climate change in Kiribati
14. http://www.pacificclimatechangescience.org/wp-content/uploads/2013/06/11_PCCSP_Kiribati_8pp.pdf - Brochure from Australian Government
15. <http://www.climate.gov.ki/2013/02/12/i-kiribati-want-to-migrate-with-dignity/> Migration with dignity
16. <http://www.telegraph.co.uk/news/worldnews/australiaandthepacific/tuvalu/7799503/Pacific-islands-growing-not-shrinking-due-to-climate-change.html> - Islands are getting larger, not smaller

An Open Letter to the People of Kiribati:

Persuasive Letter Rubric

Indicators	Advanced	Proficient	Basic	Below Basic
Knowledge of Accurate Content	Student demonstrates an in-depth understanding of the content; all main ideas are supported by facts with no obvious inaccurate facts: contains substantial supportive evidence	Student demonstrates a clear understanding of the content; all main ideas are supported by facts; contains no obvious inaccurate facts; has significant evidence	Student demonstrates a limited understanding of the content; most main ideas are supported by facts, no obvious inaccurate facts; would be improved with more evidence	Student demonstrates little understanding of the content; facts may be inaccurate; lacks supportive evidence
Knowledge of Geographic Content and Spatial Thinking	Student demonstrates in-depth understanding of the geographic content and spatial thinking	Student demonstrates a clear understanding of the geographic content and spatial thinking	Student demonstrates a limited understanding of the geographic content and spatial thinking	Student demonstrates little understanding of the geographic content and spatial thinking
Supports the Topic with Accurate Examples	Student supports the topic with insightful examples	Student supports the topic with several accurate examples	Student supports topic with limited examples	Student has few if any examples
Uses Academic Language According to Content	Student shows a deep understanding of the language that is woven in an interesting way	Student shows an effective use of language that is woven in an interesting way	Student shows limited use of content specific language	Student shows little or no use of content specific language
Writing Mechanics	Student has no errors in mechanics	Student has few errors in mechanics	Student has more than a few errors in mechanics	Student has numerous errors in mechanics