

WHAT ARE NEIGHBORS FOR?: Activity Plan

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Description:

This activity is designed to introduce students to several of the current transboundary environmental issues facing Canada and the United States. Students will be divided into groups of five. Each group will choose one of the issues and produce a simulated talk show. One student will become the host and should prepare insightful questions. The other four students should divide between an American and Canadian point of view, researching the specifics related to their chosen issue. They should be prepared to answer questions and to unveil an attempt to raise public awareness through some type of media campaign, either by showing a public service announcement, poster, bumper sticker . . . the possibilities are numerous!

Grade Levels:

9 – 12

Subjects:

World History, U.S. History, Geography

Duration:

Approximately five 45-minute class periods

Goal:

Students will become aware of the environmental issues that cross political borders and must be solved through cooperation and negotiation.

Objectives:

The student will:

- Research a current transboundary environmental issue
- Identify current problem-solvers and proposed solutions
- Create a product designed to raise public awareness regarding this issue

Standards:

This lesson meets Washington standards as follows:

History: 2.2 Understand how ideas and technological developments influence people, culture, and environment

Geography; 3.1.3a Analyze and evaluate the positive benefits and negative consequences of people's different uses of the environment (Human/Environment Interaction, Region)

3.1.3b Analyze how environmental knowledge and responsible action can encourage species' survival in the midst of air, water, and land issues (Human/ Environment Interaction, Region)

Background Information:

Students will have been studying globalization and related issues, such as trade and immigration. This project is designed to provide case studies that will allow them to see how political borders become irrelevant when considering issues related to the environment, and how global issues of the 21st century must be solved on a global basis, but will require local action.

Materials:

- Introductory PowerPoint presentation (**see attached PowerPoint presentation**) to acquaint students with the fact that there are current transboundary environmental issues involving the United States and Canada.
- Access to computer lab, internet
- Assignment sheet giving list of internet sites
- Materials to create a product to raise public awareness. (paper, scissors, markers, etc.)

Procedures:

Day 1: Teacher will review globalization, impact on environment, using PowerPoint slides to introduce possible issues for research to the students. Students will then be divided into groups of five and given the assignment. (**See attached assignment**) Each group will choose one of the issues (which may have sub-issues) to research. They will be instructed to prepare to present a 10-minute talk show on their issue. One student will become the host, and should research for the purpose of asking insightful questions of his American and Canadian guests. In addition, the guests should prepare some type of product in order to introduce a public awareness campaign on their issue. Each group may end up producing two products – one from a Canadian point of view and one representing an American point of view. Guests should divide equally between the American and Canadian point of view for research purposes and begin research using the internet sites provided.

Day 2: Research continues

Day 3: Create products; hosts create questions

Days 4 & 5: Students will present their talk shows and unveil their products for the class,

Homework: Students will write a reflective paragraph regarding what they learned about all the issues, and will choose one way that they will get personally involved in order to help resolve one or more issues (i.e. writing a letter, using fewer resources)

Extra Credit: Students provide evidence that they have followed through with their personal involvement plan – within two weeks, up to 20 points.

Assessment:

Students will be assessed on their understanding of their selected issue as demonstrated by the quality of discussion during their talk show and their created product designed to raise public awareness. (**See attached rubric.**)