

Lesson Title	How Do We Balance Environmental Conservation With Human Needs?
Grade Level	9/10
Content Area	World History
Time Allotted	6 days, 50 minute periods
Academic Standards	CA History Social Science Content Standard 10.10.2: Describe the recent history of the region [Latin America, China, San Francisco, CA], including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.
Abstract	Essential Question: How do you balance environmental conservation with human needs? As students begin a unit about the effects of colonialism in Latin America, we will revisit one of our year-long themes: perspective. Students will be asked to simulate a meeting between conservation biologists and representatives of local populations from the Peruvian Amazon; Yangtze River, China; and Hunter's Point in San Francisco, CA.
Goal	For students to understand different perspectives in controversial conservation issues.
Performance Indicators	To be assessed: <ul style="list-style-type: none"> - Annotated bibliographies (note-taking skills) - Written speech (persuasion and evidence) - Use of rhetorical devices during speech
Background Information	Each of these three regions has a controversial issue between the local population's perspective of what is needed for their livelihood and economic and social progress and environmentalists' perspective of what is needed to conserve biodiversity in the region.
Materials	<ol style="list-style-type: none"> 1. Background information on each region: Peruvian Amazon; Yangtze River, China; Hunter's Point, San Francisco, CA. This must include: <ul style="list-style-type: none"> - overview of history of the region - present-day conservation biology issues 2. Computers for internet and online journal sources 3. Annotated bibliography sheet (see attached) 4. List of rhetorical devices (see attached)
Technology	Computers for internet and online journal research
Instructional Practice	<u>Day 1:</u> <ol style="list-style-type: none"> 1. Divide students into 6 groups, two of each for: <ol style="list-style-type: none"> a. Peruvian Amazon b. Yangtze River, China c. Hunter's Point, San Francisco, CA

	<ol style="list-style-type: none">2. Give each group a background reading on their region, including:<ol style="list-style-type: none">a. overview of history of the regionb. present-day conservation biology issues3. Explain to students that they are going to be representing either conservation biologists who have the goal of protecting the environment of the region or local representatives who have the goal of both protecting and advancing the livelihood of the local population. This will require them to:<ol style="list-style-type: none">a. research the conservation issues in their regionb. research the necessities of the local population in their regionc. write and deliver a persuasive speech at a summit/debate about the essential question: How do you balance environmental conservation with immediate human needs?4. Give each group their guiding questions and for the case study:<ol style="list-style-type: none">a. What is the issue? Describe it in detailb. You've been given one perspective to represent (environmentalist or local representative). What is your group's perspective on the issue?c. What is the perspective of the opposing side?d. Why is there contention between the two sides?e. What would your side have to give up in order to appease the other side? In your group's perspective, is it worth it? Why/why not?f. What would the other side have to give up in order for you to get your way?g. How will you persuade the judges that your side is correct?5. Give students the annotated bibliography as a guide for taking notes. They should complete an annotated bibliography for each source used. <p><u>Day 2:</u></p> <ol style="list-style-type: none">1. Student research & note-taking. <p><u>Day 3:</u></p> <ol style="list-style-type: none">1. Hand out and review rhetorical devices with students.2. Using their annotated bibliographies, have students write persuasive speeches arguing for conservation efforts or immediate human needs.3. Have them practice their speeches in their groups.
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	<p><u>Day 4 – 6:</u></p> <ol style="list-style-type: none"> 1. One group begins their speeches & debate. Students in the other groups are the judges. 2. Allow about 30 minutes for speeches and debate. 3. Judges and debaters write a reflection after the debate, answering the essential question: Taking a step out of your role as conservationist or local representative, think about the research you have done and the debate you just participated in/observed. What do you think the best solution is for balancing environmental conservation with immediate human needs of the local population? 4. Judges share their responses with each other in a “judges conference” and come up with a final statement about who won the debate and what needs to be done to “balance environmental conservation with immediate human needs in _____ (region).”
Assessment	<ol style="list-style-type: none"> 1. Research – annotated bibliographies from internet and journal sources 2. Writing – persuasive speech using evidence from research 3. Speaking – use of rhetorical devices during speech delivery and debate
Connection to Other Content Areas	<p>Science – Understanding how biological factors such as water level affects wildlife and human behavior.</p> <p>English Language Arts – Excerpts from memoirs or news articles from the specific regions</p> <p>Math – Probability, Proportions, Graphing</p>