

Glocal Perspective Matters

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Subject Area: English Language Arts

Grade Level: 11th grade (adaptable for 9-12)

Time Frame to Allow for Lesson: Two days and follow up through school year

Introduction: Students are intrigued by the changes in climate and food security in their local community and around the world. This glocalized, global and local, examination of the issues will expand their perspective about these challenges. As part of an IEARN, “A Day in the Life” style project, students will navigate these two pressing issues as they develop the disciplinary literacy skills that are expected of them in the common core argument and thematic writing assignments.

Geographic Connections: D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.

Vocabulary: Glocalization, climate change, food security, adaptation, mitigation, cultivation theory, Kohlberg theory, cultivation theory, critical literacy, social justice, climate change and food security

Content Standards:

- [CCSS.ELA-Literacy.RI.9-10.2](#) Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- [CCSS.ELA-Literacy.RI.9-10.6](#) Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Essential (Compelling) Question: How do climate change and food security affect the lives in your glocal communities?

Literacy through the Content Area: The students will have to approach developing their argument claims in a science-based manner. They will make a claim, examine evidence and make clear the relation between their claim and evidence.

Placement of Lesson within Broader Curriculum/Context: The broader curriculum focuses on argument-based writing. The lesson guides students in a scaffolded manner via a website. The activities in the website focus on climate change and food security in a way that develops the curriculum's demand for argumentation and rhetoric analysis.

Learner Background: Students have learned about documenting research. A pre-assessment about their background knowledge of the two issues will be conducted via the think pair share activity.

Objective for Lesson: Students will be able to explore and examine their position on climate change and food security as it applies to their glocal community.

Integration of 21st century skills: Students will be exploring via photography the effects and conditions of the issues. They will be engaging in blogging and website production. They will research the background information using the National Geographic education website, as well as, the TeachUNICEF online materials.

Assessment: Student learning will be assessed in a formative manner via website that is currently under development.

Materials/Resources: Camera, audio recorder, tablet, chromebook, Smartboard, National Geographic and TeachUNICEF, www.glocalperspectivematters.com, poster boards, storyboards, podium and photography.

Lesson Development/Instructional Strategies

- Display photograph of the day from the TeachUNICEF brief. Guide students think,, pair and share opportunities via concentric circles to discuss their observations and claims about the photo.
- As small groups, students will manage a photography-based exploration of their assigned topic: climate change or food security. Both groups will attempt to solve the problematic situations in the scenarios they were given. Each group will have to rationalize their claim and provide counterclaims for their solution to the problem.
- Students will then be introduced to the argument and rhetoric forms in writing. They will have to document, via a photoblog, how the issue has a glocal, a local and global, impact in their communities.
- As part of the lesson, students will be asked to define critical literacy, cultural theory, glocalization and disciplinary literacy. This reflection will lead to the argument and thematic based writing assignment that is parallel to the ELA common core exam.

- Introduce students to the 'A Day in the Life' project on the Collaboration Centre of iEARN.org and guide them through the scaffolding activities that will lead them through creating an argument based essay and a thematic essay.
- The website www.glocalperspectivematters.com features the sources for the argument essay and the readings for the thematic essay. Each group will be responsible to create a micro talk of their argument based essay and a thematic analysis response by the end of the unit. The micro talk has to be fully visually based. The website will feature the students photography from the 'A Day in the Life' project which will in turn supply the groups plenty of visuals to use.

Students Needing Differentiated Instruction:

Instruction will be differentiated and presented in a project-based learning model. Plenty sentence frames and other academic language tools and opportunities for dialogue will be used for ELLs. Specialty roles involving website management and group management will be assigned to higher achieving students.