

## Global Ethics: Expedition I

### Desired Results (Stage 1)

**Expedition Learning Goal:** Students will understand that the human species has made important choices throughout history that have directly affected the current global situation.

**Filters:**

1. To what extent does the Expedition Learning Goal represent a “big idea” with enduring value beyond the classroom?
2. To what extent does the Expedition Learning Goal reside at the heart of the discipline?
3. To what extent does the Expedition Learning Goal require deep and analytical uncoverage?
4. To what extent does the Expedition Learning Goal give students freedom to make choices and exercise responsibility?

<b>Enduring Understandings</b> (The BIG ideas that will have lasting value beyond the classroom)	<b>Essential Questions</b> (Questions that lie at the heart of a subject or a curriculum and promote inquiry and uncoverage of subject)
Students will understand . . . 1) The Agricultural Revolution allowed humans to manipulate nature on a large scale. 2) Takers believe that the world was made for man. Leavers believe that man is a part of the world. 3) Mother Culture is the culture of both the takers and leavers, but the story she whispers is different for each group.	Students will work to answer . . . 1) How did the Agricultural Revolution change the way humans viewed nature? 2) How do takers and leavers view their role in the world differently? 3) What is Mother Culture and what story does she whisper in your ear?
<b>Student Learning Outcomes:</b> Describe the skills students will use or gain when answering an essential question. Use the five student outcomes below as major categories for these skills.	
<p><b>Active Learner:</b></p> <ul style="list-style-type: none"><li>- Students will be given information that is highly relevant to their lives.</li><li>- Students will be given a choice of how they want to present their final exam. This choice will allow students to explore the expedition learning goal in a way that interests them.</li></ul> <p><b>Community Contributor:</b></p> <ul style="list-style-type: none"><li>- Students will read aloud from the book <i>Ishmael</i> (both in large and small groups) and will discuss the reading, thus enhancing our community’s understanding of the book.</li><li>- Students will read and comment on classmates’ blogs.</li></ul> <p><b>Critical Thinker and Problem Solver:</b></p> <ul style="list-style-type: none"><li>- Students will be asked to rethink the way they see the world and their relationship with it.</li><li>- Students will critically read the book <i>Ishmael</i> and will relate this reading to their own experiences.</li></ul> <p><b>Effective Communicator:</b></p> <ul style="list-style-type: none"><li>- Students will communicate their understanding of the book <i>Ishmael</i> through blogs, podcasts, and written reviews.</li><li>- The class will read the book <i>Ishmael</i> aloud to practice oral reading skills.</li></ul> <p><b>Person of High Character:</b></p> <ul style="list-style-type: none"><li>- Students will discuss sensitive issues and will learn to listen and debate with other classmates whose views may be different from their own.</li><li>- Students will come to class prepared each day.</li></ul>	

## Assessment Evidence (Stage 2)

**Formative Assessment (Ongoing Assessments):** Ongoing assessing of student work to reach each enduring understanding listed above.

- 1) Students will research what the Agricultural Revolution was and will record a podcast exploring its impacts on modern society.
- 2) Students will watch TedTalks by Phil Borges and Wade Davis, blog about the differences between takers and leavers, and comment on other students' blogs.
- 3) Students will interview their friends, parents, and grandparents to try to establish the role of Mother Culture in their lives and to explore whether the influence of Mother Culture has changed over generations. Students will post these podcasts in their portfolios and will share them in class as well as write a reflection paper.

**Summative Assessment (Expedition Assessment):** Assessment of expedition project(s) that exhibit performance of student understanding of the expedition learning goal.

Students will present their understanding of the major choices humans have made that have had the most significant impact on our current global situation. Students will present their understanding in the way that resonates most deeply with them. This could be through a video, formal presentation, written paper, poem, or something else. Each student will share their knowledge in a 45-minute presentation.

## Learning Plan (Stage 3)

**Learning Activities:** Specific instructional strategies to lead students to each enduring understanding. These are not full-fledged lesson plans but guiding strategies to be developed into individual lessons.

- 1) Students will read the book *Ishmael* which introduces the Agricultural Revolution. We will read the book mostly in class, and students will guide discussions and reading. Students will use our discussion protocols while leading discussions. Using a Socratic seminar format, students will come to conclusions through the use of skillful questioning strategies.
- 2) After some discussion of the the difference between takers and leavers, students will watch two TedTalks about the indigenous cultures of the world. After blogging about the talks, we will then explore the indigenous cultures of Taiwan and will visit a Hakka village to interview the elders.
- 3) By interviewing people close to them and from different generations, students will begin to discover for themselves the influence Mother Culture has on people.