

LESSON 3: Where Do You Stand?



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Peoples of the Nation and World Standard

Students will understand the diversity and commonality, human interdependence and global cooperation of the people of Maryland, the United States and the world through both a multicultural and historic perspective.

Conflict and Compromise

Indicator:
Analyze how groups of people interact.

Objectives:

- Identify and demonstrate the social skills necessary for working in cooperative groups. These include such skills as concern, compassion, and respect for other group members.
- Explain how different points of view in school and community situations may result in compromise or conflict.

Formative Assessment

Student responses to "Issue Analysis" worksheet.

Summative Assessment

Have each student select three "players" from the "Issue Analysis" worksheet and generate a one-sentence statement from each player that reflects his or her opinion on ecotourism.

Materials

- Copies of Student Sheet A "What is Ecotourism?" for students
- Copies of Student Sheet B "Watch Out! It's Polar Bear Season" or access to the Web so students can view the article
- Internet access for "Introduction to Churchill" video
- Chart paper and Post-it Notes® for each student or signs for each of the four corners of the room indicating "For Ecotourism," "Against Ecotourism," "For Ecotourism with Some Limits," and "Wouldn't Go for It at All."
- Copies of Student Sheet C, "Issue Analysis Worksheet" and "Position Statements"



Teacher Background



“Ecotourism” is a type of tourism that focuses on wildlife and the environment. With this type of tourism, people in a local community make a living by hosting tourists who are interested in seeing the area’s wildlife and natural features. The positive outcomes of ecotourism are that:

- People in the host area must work to preserve the environment in order to sustain the industry.
- Such tourism provides locals with a “product” that allows them to make a living and develop a sustainable economy.
- The practice has no or little negative impact on the environment or local communities.

- Responsibility for the environment is borne by all residents, including developers, businesses, homeowners, the tourism industry and tourists.
- Environmentally-friendly practices are practiced by all parties concerned and economic benefits flow back to local communities.

The negative impacts of ecotourism include an influx of tourists and the increased use of local resources and land; pollution from vehicles; increased development to accommodate the tourist trade, and so on.

Examples of ecotourism include:

- Group visits to Central American rainforests
- Going on an African safari
- Taking a cruise to the Antarctic
- Visiting a national park such as the Grand Canyon
- And in this case, traveling to Churchill, Manitoba, Canada to watch the polar bears

Lesson

1. Engagement:

Read the following statements aloud and have the students stand if they agree:

 - a. I would like to go on a safari in Africa to see the wild animals.
 - b. I would like to visit a rain forest in Costa Rica to see the monkeys that live there.
 - c. I think tourists help the people in those countries because they bring business to the area.
 - d. I think tourists help the wildlife that is there because the tourists go home and share information about what they saw with their friends.
 - e. If I go to Africa I would like to bring back a souvenir like an elephant tusk or turtle shell.
2. Hand out the Student Sheet A “What is Ecotourism?” sheet for each student to read. Based on what they know about Churchill and the Arctic area, what ecotourism opportunities might be available?

- Ask students if they would like to go on such a tour.
To show how they think about ecotourism at this time, have students move to one of four corners of the room to illustrate their position on the issue. Record the number of students who move to each corner. After the unit is completed, do this activity again to see if any of the students have changed their mind.

Activity

Four Corners

Students move to a corner of the room that indicates their general position at this time:

For
Ecotourism

Against
Ecotourism

For
Ecotourism with
Some Limits

Wouldn't
Go for It
at All

Alternate Activity

Give each student a Post-it Note[®]. Draw a graph template on the board. Have students place their Post-it Note[®] above their position.

NUMBER OF VOTES

For
Ecotourism

Against
Ecotourism

For
Ecotourism with
Some Limits

Wouldn't
Go for It
at All



- Watch "Introduction to Churchill" video at www.msnbc.msn.com/id/21134540/#18713430
- Have students read Student Sheet B "Watch Out! It's Polar Bear Season!"
- Distribute the Student Sheet C "Issue Analysis Worksheet" and "Position Statements" paper. Have the students work in pairs or small groups to complete the activity. Once they are finished, have each "player" discuss his or her point of view.
- Assessment:
Have each student select three "players" from the "Issue Analysis" worksheet and generate a one-sentence statement from each player that reflects his or her opinion on ecotourism.