



LESSON 6: Where Do You Stand Now? For Teachers

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 such as expressing concern and compassion and showing respect for group members.
- Explain how different points of view in school and community situations may result in compromise or conflict.

Formative Assessment

Student teams make presentations to the class on their position.

Summative Assessment

Student's final report on where they stand now: "My Opinion Counts."

Materials

- Copies of Student Sheet A "Polar Bears and People" article
- Chart paper and Post-it Note[®] for each student or signs for each of the four corners of the room indicating:
 - For Ecotourism
 - Against Ecotourism
 - For Ecotourism with Some Limits
 - Wouldn't Go for It at All
- One copy of Student Sheet B "My Opinion Counts" sheet for each student



¹ *Investigating and Evaluating Environmental Issues and Actions* (2003); Hungerford, Harold R.; Volk, Trudi L.; Ramsey, John M.; Litherland, Ralph A.; Peyton, Ben R.; Stipes Publishing L.L.C., Champaign, Illinois.



3. Each group should present the following to the class (you may want to write this checklist on the board):
 - a. Their opinion on “Should We Let Tundra Buggies® Get Close to the Polar Bears?”
 - b. Data to support their opinion.
 - c. Any ideas they may have for compromise or other recommendations.
4. After all of the groups have given their presentations, the class can vote or come to a consensus.
5. Assessment: Have each student complete Student Sheet B “My Opinion Counts.”
6. To show how students now think about ecotourism, have each student move to one of the four corners of the room to illustrate their position on the issue. Record the number of students who move to each corner. Compare the results to the initial tally at the beginning of the unit.

Lesson

1. Divide the class into small groups. Each group will have three minutes to share their decision with the rest of the class as well as their recommendations for a compromise between letting the Tundra Buggy® companies do what they want and banning them.
2. Prior to making their decision, have the groups read Student Sheet A “Polar Bears and People.”

