

Unit: Brazilian Samba Music	Date: 11 November 2020
Learning Objective: Students will investigate facts and figures about the Amazon Rainforest as it relates to Brazil and begin to build empathy through conversations concerning deforestation and conservation.	
Modeling/Mini-Lesson: <i>Using Samba Unit Part III Slidedeck Lesson #20</i> Thinking back on our Interdisciplinary Unit from last year (Grade 6) we will reflect on our study of the story <i>The Great Kapok Tree</i> and discuss some of the things that we had studied previously about the Amazon. We will also try to reflect on the purpose/intent of our IDU and explain that we are going to now be expanding our knowledge by learning even more about the Amazon and how it relates to Brazil. Reintroducing the students to Brazil, we will watch the Rainforest 101 video from National Geographic and the students will take notes. When we debrief as a group, every student must share one fact that they found interesting in the video and it must be <i>DIFFERENT</i> from their peers' responses. Afterwards, the teacher will explain to the students that today we will be using a Map Tool as a means of exploration and will ask the students: <i>What can a map tell us about the Amazon Rainforest that reading an article could not?</i>	
Collaborative Learning: In pairs, students will complete the Amazon Scavenger Hunt Worksheet using the National Geographic Map Maker Interactive Tool. Students will be looking for specific information on the Amazon Basin and will be answering questions which are specific to the Brazilian region of the Amazon Rainforest. Students will need to look at different "layers," of the maps, watch the interactive videos embedded in the points on the map, and look through images of animals/plant life in order to answer the questions asked of them. As a full class, we will come back together and discuss answers to our Scavenger Hunt and the teacher will ask follow up questions as needed to ensure understanding. Students will turn in these worksheets on the Google Classroom as a classwork/participation grade for the day.	
Independent Practice: We will begin to learn about <i>deforestation</i> and the students will take notes on specific facts and figures as seen on a BBC Newsround article. We will view two different images as they pertain to deforestation and discuss how these images are different but still contributing to the same issue: Image # 1 and Image #2	

Students will explore Google Images and search for photos relating to deforestation in the Amazon Rainforest. Students will find and submit images that they feel make the most impact, and in the following class students will share their images together as a group and explain why it made an impact on them.

Facilitator Responsibilities:

This class is being run in a hybrid style due to COVID and Cohort A will be on campus while Cohort B is remote. At the start of the class, the teacher will start the class Zoom Session, will turn on the Class View Camera for the Students at home, and will also be using the Smartboard in order to share the Google Slides with the class and to show videos and images needed for this lesson.

During the Lesson, the teacher will lead them in the group discussions, place them into pairs, and guide them through lesson content.

When in pair working time, the teacher will note down conversations happening between peers by monitoring the classroom and going into different breakout rooms on Zoom to ensure that students are on task. The teacher is on hand to answer any questions concerning the map or the assignment.

Exit Ticket:

We will end class by beginning to talk about people who are trying to make a difference by discussing issues around activism and the Sustainable Development Goal #12 and students will [watch a video](#) introducing the goal.

As an Exit Ticket, students will jot down some notes in their notebook about how the SDG Goal #12 relates to the Amazon based on our studies today and we will begin next class by discussing this.

If time permits, introduce [The Lazy Person's Guide to Saving the World](#) and ask the students to explore/think about one thing they can try to do this week in order to make a small impact.

Assessment:

Students will submit their Amazon Scavenger Hunt Worksheet and their chosen image onto the Google Classroom for participation credit for the day.

Students will take notes in their Artists Notebook throughout the class - and notebooks are checked regularly to ensure understanding of students during the course.

Deliverables:

[Amazon Scavenger Hunt Worksheet](#)

Note: The official MYP Unit Planner is used in place of Lesson Plans, and my school does not have a Lesson Planning Document - so this edited PBL Lesson Template is being used instead with conjunction of the Fulbright TGC Course.