

**Framework for Implementing  
Social Studies  
Classroom-Based Assessment\***

**Humans and the Environment**

\*Social Studies Classroom-Based Assessments (CBAs) are created by the Washington State Office of Superintendent of Public Instruction. For more information on CBAs visit: <http://www.k12.wa.us/>

## DIRECTIONS FOR TEACHERS

### Student Performance Step 1

Choose at least two different groups of people living in the same or similar environments to study.

1. Do **Facing the Future** activity “**Watch Where You Step!**” (*Engaging Students through Global Issues* p. 68) to introduce human impacts on the environment.

Two resources on the environmental and social impacts of consumer products:

- *Good Stuff? A Behind-the-Scenes Guide to the Things We Buy* (2004), Worldwatch Institute (<http://www.worldwatch.org/taxonomy/term/44>)
  - *Stuff: The Secret Lives of Everyday Things* (1997), John C. Ryan and Alan Thein Durning
2. Have students study **The World Wildlife Federation’s “Living Planet Report”** ([www.panda.org/livingplanet](http://www.panda.org/livingplanet)) to determine the largest component of the Ecological Footprint (energy).
  3. Review the purpose of the CBA: learning/thinking critically about use of the environment, environmental knowledge, thesis writing, and multiple perspectives and sources.
  4. Review the five themes of geography (place, region, human-environment interaction, location, movement), focusing particularly on human-environmental interactions – have students define this.
  5. Review concepts and vocabulary (such as natural system, interrelationship and stakeholder) – have students define.
  6. Have students calculate their individual Ecological Footprints at [www.myfootprint.org](http://www.myfootprint.org).
  7. Use the book *The Material World* by Peter Menzel (1994) to choose two countries with a similar environment but different energy use. (Newly released poster set, curriculum guide, CD-ROM and paperback available from [www.socialstudies.com](http://www.socialstudies.com)).

### Student Performance Step 2

Identify and gather information on different stakeholders’ uses of the environment, and the respective benefits and/or consequences related to the problem/issue.

1. Review how to select and evaluate primary and secondary sources:
  - Give students tips on locating websites and other sources for their topics.
  - Model or show expectations for note-taking, paraphrasing, summarizing source information, and organizing data. Explain purpose and procedures for citation procedures (format for bibliography).
  - Do **Facing the Future** activity “**Navigating the Global Issues Net**” (*It’s All Connected* p. 16) to learn effective online research techniques.
2. Do **Facing the Future** activity “**Fueling the Future**” (*Engaging Students through Global Issues* p. 99) to introduce energy-related issues in different places – students examine energy use of various stakeholders in two societies and propose a resolution on how to reduce the global energy footprint.
3. Either during or after the “Fueling the Future” activity: lead a class brainstorm session to identify stakeholders in global energy matters (e.g., OPEC countries, alternative energy producers, ethanol producers in U.S. and Brazil, citizens, governments, environmental groups).
4. Either during or after the “Fueling the Future” activity: continue with a brainstorm/ discussion of how human energy use (including amount and type/fuel) affects natural systems and humans.

Two videos that examine impacts of energy use on different civilizations:

- *Rising Waters: Global Warming and the Fate of the Pacific Islands*, 57 minutes (2000) (<http://www.bullfrogfilms.com/catalog/rw.html>)
- *Arctic Meltdown, Rising Seas*, 32 minutes (1999) (<http://www.firstscience.tv/sc/view/arctic-meltdown-rising-seas-8.html>)

## DIRECTIONS FOR TEACHERS

5. Give students time to research two contrasting societies' energy use, along with guidance on how to locate information by using these and other resources:
  - CIA World Factbook ([www.cia.gov/cia/publications/factbook](http://www.cia.gov/cia/publications/factbook))
  - International Energy Agency ([www.iea.org/Textbase/stats](http://www.iea.org/Textbase/stats))
  - WRI EarthTrends ([www.earthtrends.wri.org](http://www.earthtrends.wri.org))
  - WWF Living Planet Report ([www.panda.org/livingplanet](http://www.panda.org/livingplanet))
  - Redefining Progress Footprint of Nations Report ([www.rprogress.org](http://www.rprogress.org))
  - Global Footprint Network ([www.footprintnetwork.org](http://www.footprintnetwork.org))
  - Worldmapper ([www.sasi.group.shef.ac.uk/worldmapper/index.html](http://www.sasi.group.shef.ac.uk/worldmapper/index.html))
  - Globalis ([globalis.gvu.unu.edu](http://globalis.gvu.unu.edu))
  - Gapminder ([tools.google.com/gapminder](http://tools.google.com/gapminder))
  - Recent articles in local, national or foreign newspapers
6. Do **Facing the Future activity “Toil for Oil”** (*Engaging Students through Global Issues* p. 115) to introduce resource scarcity.

PBS 3-part video series that looks at the scope and impacts of the oil industry:

  - *Extreme Oil*, 180 minutes (2004) ([www.shoppbs.org](http://www.shoppbs.org))

### Student Performance Step 3

**Analyze the responses to the problem/issue from the cultural, economic, political, and social perspective of at least two major stakeholders.**

1. Do a **“Sides Debate”** (*Engaging Students through Global Issues* p. 28) in which you ask students to take on the perspective of different stakeholders.

Possible debates:

  - “As humans, it is our right to extract as much oil as we want to meet our everyday energy needs and strengthen our economies.”
  - “It is the government’s responsibility to impose limits on CO<sub>2</sub> emissions.”
2. Have students make graphic organizers to include the following information:
  - Cultural consequences of different types of energy use
  - Economic factors behind energy uses
  - Political motivations and obstacles for using different types of energy or conserving energy
  - Social impacts of energy use – societal perceptions, concerns
  - Point of view of stakeholders from different countries
3. Have students find articles or other examples from both countries showing how governments and citizens affect and are affected by energy choices.

Two videos that investigate some different energy stakeholders and possibilities:

  - *Who Killed the Electric Car?*, 93 minutes (2006)
  - *Kilowatt Ours: A Plan to Reenergize America*, 35 minutes (2004) ([www.kilowattours.org](http://www.kilowattours.org))

## DIRECTIONS FOR TEACHERS

### Student Performance Step 4

**Propose a solution and/or predict the future development of the situation in a way that evaluates current stakeholders' values and institutions. Predict how the proposed solution will improve the health of the system.**

1. In pairs, have students brainstorm structural and personal solutions to energy problems in countries of study. (Look at examples from other countries and recommendations from scientists and thought-leaders.)
2. Revisit the *structural solutions* that students came up with in **Facing the Future activity "Fueling the Future."**
3. For an activity in which students represent different *national* stakeholders and institutions in creating a country's energy policy, do **Facing the Future activity "Three Faces of Governance"** (Engaging Students through Global Issues p. 171).
  - Alternative: Substitute this activity for "Fueling the Future" above to focus the entire CBA more on national stakeholders.
4. Do **Facing the Future activity "Creating Our Future"** (Engaging Students through Global Issues p. 258) to bring attention to possible *personal solutions* – have all students focus on energy issues.
  - Website where students can calculate their personal "carbon diet" in annual CO<sub>2</sub> emissions: <http://www.pbs.org/wgbh/warming/carbon/playalready.html>

### Student Performance Step 5

**Offer the proposed solution in a presentation format that demonstrates thoughtful consideration of evidence and data from the research.**

1. Review rubric for presentation.
2. Have students give presentations in one of the forms suggested in the CBA (PowerPoint, written report/article/essay, theater/skit, board game, model, video, cartoon series, speech, multi-media presentation).
3. These student presentations can be integrated into one of the above Facing the Future activities.

### Possible Extension Activities

To make the relevance and impact of this CBA even more directly apparent to students, see the possible extension activities mentioned in the CBA and/or link to a community action or service learning project. In some cases this can be folded into students' Culminating Projects.