

**Name: Mademoiselle Noelle Nuckels**

**Date: le 2 novembre 2010**

**Topic: Earth Day ou “Jour de la terre”**

**Grade : 9-12**

**OBJECTIVES:**

TSWBAT explain the significance of Earth Day and sustainability at the end of class.

TSWBAT identify ways to improve the environment by creating personal goals that will be re-examined at the end of the school year.

**STANDARDS:**

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

**MATERIALS NEEDED:**

Party blower

Party hat made of newspaper

Le jour de la terre quiz

Large scale tree

Cut out leaves

Sticky tack / tape

**INTRODUCTION (ANTICIPATORY SET):**

Walk in with a party blower and party hat on made of newspaper, make a lot of noise with the party blower, and say “Joyeux jour de la terre!” (Happy Earth Day!) Proceed with usual greeting of: Bonjour classe...

**PROCEDURE:**

**WHAT TEACHER WILL DO**

**WHAT STUDENTS WILL DO**

1. Walk in with a party blower, party hat, and make beaucoup de bruit (noise!) “Joyeux jour de la terre!”	1. (Hopefully catch their attention!)
2. Bonjour classe!	2. Bonjour mademoiselle!
3. Ask students what they know about Earth day and go into explaining the history/origins.	3. Respond with what they know about Earth Day.
4. Place students into cooperative	4. Students move into groups.

<p>learning groups using the STAD method</p> <ul style="list-style-type: none"> <li>- Group that does the best on quiz and consistently participates throughout class may earn bonus points on next exam.</li> </ul> <ol style="list-style-type: none"> <li>5. Handout “quiz” about the environmental policies and facts currently in France</li> <li>6. Review answers to the quiz and answer any questions students have about the answers.</li> <li>7. Ask students what they know about sustainability and talk about environmental sustainability.</li> <li>8. Ask students what they would do to help maintain an environmentally sustainable school environment and/or home environment. <ul style="list-style-type: none"> <li>- What can you do to help eliminate your carbon footprint and better the environment?</li> </ul> </li> <li>9. Create a large tree on the wall or have a large poster of a tree. Pass out leaves to students on which they can write their goals. (Tree would be left hanging around the room for the rest of the term) <ul style="list-style-type: none"> <li>- Students will create one goal representing the entire group.</li> <li>- Students will also create an individual goal.</li> </ul> </li> <li>10. Brainstorm a list of words concerning the environment and sustainability to add to students’ vocabulary.</li> </ol>	<ol style="list-style-type: none"> <li>5. Students take “quiz” in groups discussing the answers together</li> <li>6. Grade quizzes and ask questions.</li> <li>7. Respond with what knowledge they have about sustainability and listen to sustainability discussion.</li> <li>8. Students think about what they could do to improve the environment in their hometown and school within their small groups.</li> <li>9. Students discuss possible goals and write goals on leaves. Tape goals to the tree.</li> <li>10. Think about their own goals and determine which vocabulary words would be pertinent to learn.</li> </ol>
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**CLOSURE:**

Recap the definition of sustainability and discuss, in groups, what each student learned or found most interesting about today's topic. Class comes back together for an overall discussion.

**HOW WILL I KNOW I ACHIEVED MY LESSON'S OBJECTIVES (ASSESSMENT)**

Students will create a vocabulary list of pertinent environmental/sustainable words. Students will be given the assignment of writing a one-page paper based on their goals written on the trees. What each student would do to help maintain a sustainable environment at school and/or home – an elaboration of what was written on the leaf.

**INSTRUCTIONAL STRATEGIES USED:**

STAD – winning group will receive bonus points on the next quiz/exam

**HOW WILL I BEGIN MY NEXT LESSON:**

Pass out vocabulary list with new words. Give students another leaf to write their goals in French.

- Sustainable living is a lifestyle that attempts to reduce an individual's or society's use of the Earth's natural resource and his/her own resources.
- Practitioners of sustainable living often attempt to reduce their carbon footprint by altering methods of transportation, energy consumption and diet.
- "shifting to a renewable energy-based, reuse/recycle economy with a diversified transport system."
- Sustainable design encompasses the development of appropriate technology, which is a staple of sustainable living practices.

Answers:

1. Vrai
2. C.
3. Vrai
4. B.
5. A.
6. B.
7. D.
8. D.