



Foreign Language Virtual Learning

Protecting Wilderness

April 24, 2020



6th Grade Foreign Cultures

Lesson: April 24, 2020

Objective/Learning Target:

I can design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.



Warm Up: Have you visited state or national parks to hike, camp or fish? Where have you visited? How did you feel while you were there?



Today we are going to add the final questions and answers to the slideshow for this unit. Make sure you answer questions completely. Use four to five sentences. Use quotes or summaries from the video and other resources we have looked at this unit. Mention your own experiences or perspective when appropriate. When you finish, share the slideshow with your teacher.



1. "It's too easy to put the blinder over your eyes and pretend that everything is alright," says Farmer in the film. What do you think he means by this statement? How might this statement apply to something you've witnessed or experienced in your own life? How can a perspective like Farmer's fuel one to act in support of the environment?



2. "Anybody who puts their mind to it has the potential to make a lot of change," says Farmer in the film. Do you agree with this statement? How can one's commitment contribute to reaching a goal, big or small? What decision did Farmer make to protect the redwoods? What can you take from his decision and apply it to your own life?



Debate

How do you feel about what Farmer did? Do you think some of his actions were wrong? Were some of his actions right?

Do you think that protecting the redwoods makes Farmer a responsible citizen? Do you think there is value to his action? Why or why not? What if Farmer got arrested?

Choose a side and make an argument for his defense or an argument for the prosecution. Write at least one paragraph as part of your argument and use evidence from the video and other resources to support your argument. Share your paragraph with a classmate. If they chose the other view, respond to their argument. If they chose the same view, add to their argument. Share your work with your teacher.



Additional Resources

Joel Bourne, "Redwoods - The Super Trees." National Geographic, October 2009.