

Journey to the end of the Earth

TIME [45 MIN.]

OVERVIEW

Google earth tools like Google voyager and Google Earth Enine tool will be used in teaching the chapter Journey to the end of the earth, giving students the real-world experience of a visit to Antartica, know about earth's past present and future and changes in climate.

SUBJECT/TOPIC

English/Lesson- Journey to the end of the Earth By Tishani Doshi

AGE LEVEL 16+



Learning Objectives

- A. Given the content (chapter) the learners will be able to locate references of the above statement given in the text.
- B. Note down the sentences, expressions from the text.
- C. Now elaborate in context of the following points. There is rapid increase in the human population.
 - There is aggressive competition to find space to own.
 - We are encroaching the habitat of wildlife.
 - There is no honest, need based sharing of natural resources.
 - For humans the future is not safe.



Inquiry

- 1 - Students would be able to Discuss
- Work in pairs and groups to collect information and discuss the following issues. a. Global warming b. Climate change c. Deforestation d. Biodiversity loss.
- The Paris Agreement is a pact within the United Nations Framework Convention on Climate Change (UNFCCC) between 197 countries that focuses widely on reducing greenhouse gas emissions, adapting to the impacts of climate change, and to provide financial assistance to developing countries affected by a changing climate. Read more to find more information.
 - Visit the official sites and read about the agreements and conventions on Climate change.
 - While reading take down notes. Share and discuss with the teacher and peers.



Materials Needed

Pdf of lesson
 Access to google tools
 Black board chalk
 Text Book: NCERT text book for science
 Reference Book -CBSE Exemplar Sample papers / last year's paper PPT/ Video



Lesson Summary

Engage: Students to read the chapter
 Explore: To explore different concepts given in chapter
 Explain: Idea behind
 Revise: content
 Apply: knowledge gained to daily life.



Sustainable Development Goals



Culminating Task/Assessment

Students knowledge will be assessed through Q/A and MCQ'S.



Textbook English Class 12 Vistas

Chapter 5. Journey to the end of the earth

By Tishani Doshi

Engage (5 minutes)

1. Activate prior knowledge and prepare students for new concepts, skills or processes.
2. Introduce the essential question that will guide the inquiry investigation.



Explore (25 minutes)

1. Teachers introduce the first source of information using an Earth story or [Voyager Story](#).
2. Students record observations or evidence as it relates to the inquiry.
3. Students identify relationships or patterns and form a hypothesis based on information gained.

Explain (20 minutes)

1. Teachers organize students into small groups or partners.
2. Students share first “hypothesis” with small group or a partner.
3. Teachers facilitate whole group discussion in which students share their hypotheses and evidence.
4. Students test hypotheses and record findings (for science/math based inquiries).

Revise (10 minutes)

1. Students will make adjustments to their hypothesis based on information gained in discussion or test findings.

Next, repeat the process with a second source of information.

Explore (25 minutes)

1. Teachers introduce the second source of information.
2. Students record observations or evidence as it relates to the inquiry.
3. Students identify relationships or patterns and form a hypothesis based on information gained.

Explain (20 minutes)

1. Teachers organize students into small groups or partners.
2. Students share first “hypothesis” with small group or a partner.
3. Teachers facilitate whole group discussion in which students share their hypotheses and evidence.
4. Students test hypotheses and record findings (for science/math based inquiries).

Revise (10 minutes)

1. Students will make adjustments to their hypothesis based on information gained in discussion or test findings.

(Option to repeat this process with additional sources of information, each time resulting in an updated hypothesis.)

Apply (80 minutes)

1. Students reflect on outcomes and communicate findings.
2. Students use findings to draw conclusions and generate a solution to a problem.

Evaluate: Exemplar Response and/or Rubric

- Tools for assessing mastery of learning objectives to be used by teachers or students for self or peer assessment.

Additional Resources

- Links to texts or websites that relate to the topic and/or lesson.

Options for Differentiation

- Possible modifications, adaptations or extension activities specific to this lesson.

Credits

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Google Earth Engine link

<https://earth.google.com/earth/rpc/cc/drive?state=%7B%22ids%22%3A%5B%221LL17nXpIXsIgNotXNje6EHxJ3CwHL-Ge%22%5D%2C%22action%22%3A%22open%22%2C%22userId%22%3A%22103220650329352109595%22%7D&usp=sharing>