

Google Earth Education

THE AILING PLANET

TIME [45 MIN.]

OVERVIEW Google earth tools like Google voyager, EE timelapse and Google Enine tool will be used in teaching the chapter The Ailing Planet, giving students the real world experience of a visit to Earths principal biological systems, showing deforestation and changes in climate.

SUBJECT/TOPIC English/Lesson- The Ailing Planet	AGE LEVEL 15+
English/Lesson- The Annig Planet	
 Learning Objectives 1.[Sensitize learners to the imminent issues of declining health of planet Earth 2.Find evidences from the text to reveal that the earth is a patient in declining health a patient in declining health 3. Explain how the earth's four principal biological systems are being depleted. Elucidate the environmental issues raised by Mr. Lester Brown. 4.Make inferences & draw conclusions Analyze the theme using google Earth tool. 5.Make inferences & draw conclusions 6.Suggest changes to ensure the protection of the environment 7.Guess the meaning of unfamiliar vocabulary by using simple word clues Vocabulary(English & Latin) 8.Initiate the role of an ambassador in the students. Apply the concept in writing skills. 	 Inquiry 1.How earth itself is a living organism — an enormous being of which we are parts. 2.What are its own metabolic needs and vital processes. 3.What is the meaning of sustainable development. 4. Brandt Commission



 Textbook
 Flamingo Class 11
 Chapter 5. The Ailing Planet: the Green Movement 's Role

 By Nani Palkhivala
 By Nani Palkhivala

Engage (5 minutes)

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

1.

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

Written by [Dr Sudha Sharma] and designed by [Dr Sudha Sharma] in collaboration with [None] SKV(Baba Nanhe Nath) Khera Kalan Delhi 82 School id 1310039.

1).Google Earth Voyager

Link to show Zoo at Lusaska, Zambia. Earths Principal Biological Systems.

https://earth.google.com/earth/rpc/cc/drive?state=%7B%22ids%22%3A%5B%221LdQAqczP1QUIYKYRV03tYjFp 8MDYfbks%22%5D%2C%22action%22%3A%22open%22%2C%22userId%22%3A%22103220650329352109595 %22%7D&usp=sharing

2).EE TimeLapse

Link to show Deforestation

https://earthengine.google.com/timelapse#v=-10.80696,-62.36113,5.927,latLng&t=3.43&ps=50&bt=19840101&et=20181231&startDwell=0&endDwell=0

3). Google Engine tool

Link to show Increased Human population on Earth

https://lgoldberg8000.users.earthengine.app/view/human-impact-explorer