

## U.S. AND GLOBAL DEFORESTATION

### PERFORMANCE STANDARDS (16EUS/16EW).J

Analyze a graph showing global deforestation, a photograph of deforestation in Brazil's interior rain forest, and three maps showing deforestation within the United States accordingly.

- *Knowledge*: describe the political economic and social consequences upon the United States if the destruction of the rain forest is not addressed;
- *Reasoning*: predict consequences based on the information about deforestation; and
- *Communication*: present the consequences and predictions in a paragraph (short essay) that is well-organized, well-focused, well-detailed and justifies the rationale; express all ideas in a way that provides evidence of knowledge and reasoning processes.

### Procedures

1. *In order to understand Illinois, United States and world environmental history (16E)*, students should experience sufficient learning opportunities to develop the following:
  - Predict the political, economic, and social consequences on the United States of a world environmental issue if it is not addressed, and
  - Predict the political, economic, and social consequences of a world environmental issue if it is not addressed.
2. Have students review and discuss the following assessment task and how the rubric will be used to evaluate their work.
3. Students have gained a historical perspective of environmental degradation by focusing on the major causes of global deforestation over time. Please see attached information for optional background reading.
4. In small groups students analyze the graph, and photograph and maps of deforestation.
5. While in small groups, students compile three lists: One each predicting the political, social and economic consequences upon the United States that might result if global and United States deforestation are not addressed. Provide at least three consequences for each list.
6. Individually students prioritize each of the lists by rank ordering the consequences by placing the number 1 next to the consequence having the greatest impact upon the United States, place the number two next to the consequence having the next amount of impact, etc.
7. Have students individually compose a paragraph (short essay) for each list justifying why you selected your number one consequence. Why are you predicting this to have the most impact upon on the United States if domestic and global forest destruction is not addressed?
8. Evaluate each student's work using the Social Science Rubric as follows and add the scores to determine the performance level:
  - *Knowledge*: identification and prioritizing with three relevant consequences if deforestation is not addressed is complete and accurate.
  - *Reasoning*: a rationale that explains the political, social and economic consequences and prioritization is thorough and well-reasoned.
  - *Communication*: the writing is well-organized, well-detailed and well-justified; the knowledge and reasoning were completely and effectively communicated.

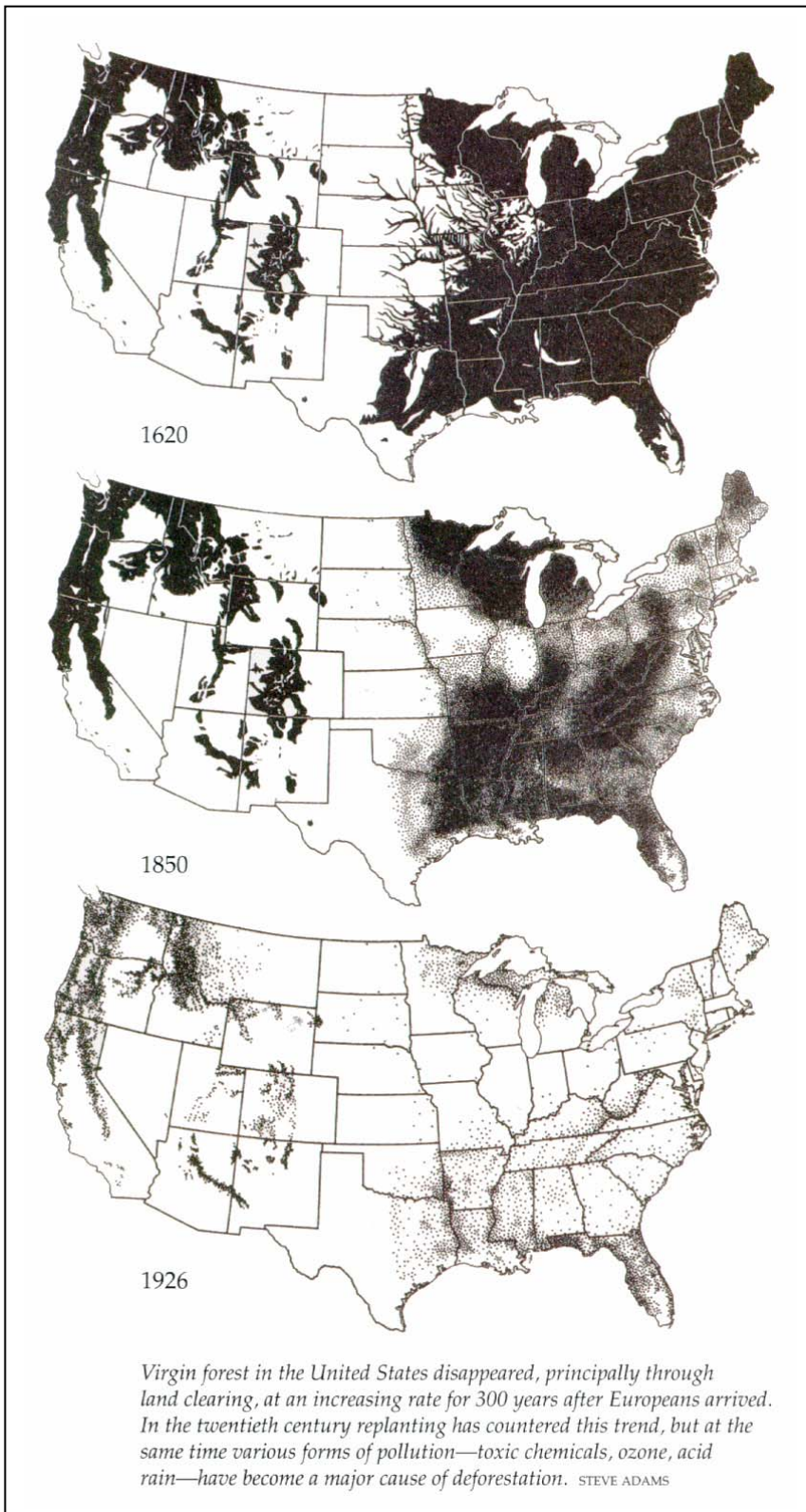
### Example of Student Work not available

### Time Requirement

One 50 minute period for writing

### Resources

- Graph showing global deforestation  
<http://darwin.bio.uci.edu/~sustain/bio65/>
- Three maps showing U.S. deforestation over time
- Photograph of deforestation in Brazil
- Optional background reading showing causes of deforestation
- Social Science Rubric



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### Global Deforestation, 1998 (Worldwatch Institute)

