

Brazil including Rainforests – A Developing Country: Unit 13

Class:	Teacher:	Study Title: Brazil including Rainforests – A Developing Country	E
Term:	Date:	Duration:	
Knowledge and Understanding Attainment Targets Level D	Learning Outcomes for: Brazil including Rainforests – A Developing Country Unit	Pupil Experience/Activity Skills based and KU Activities Including Informal Assessment (show sequence if not written in order)	
<ul style="list-style-type: none"> For a selected land use change or industrial process, describe possible effects, good and bad, on the landscape/environment, eg tropical forest clearance, improvement of derelict land for leisure use – D. Describe some methods used and reasons for conserving major resources, eg fish, energy, forests – D. For a developing and a developed country describe the main features of economic life and how they are changing, eg farming, industry, transport, cities – D. Identify and describe a range of physical features found outwith Scotland – D. 	<ul style="list-style-type: none"> To be able to describe the main physical features of the country. To be able to describe land use in terms of farming, forestry, industry, cities, government, leisure and transport. To understand the environmental issues pertinent to the country, particularly those related to mining, forest clearance, etc. To understand the need for careful management of forests in relation to the timber industry and wildlife/homes of Indians. 		

Brazil including Rainforests Unit (cont'd)

Cross Curricular Links	Resources	Assessment (formal assessment – sample or teacher observation record to be kept in folio as evidence)
<p>Language Reading for information/research, writing functional reports related to research, presenting information to the class, debates/different viewpoints on the use of the forest, news article of forest destruction, posters</p> <p>RE Study of natural world, other world views of creation</p> <p>Drama Life of the Indians in the forests</p> <p>Art Animal/plant drawings/paintings, collage</p> <p>Maths/ICT Spreadsheets/graphs and databases looking at weather, population, land use, etc</p> <p>Mapwork Climatic zones, physical features, cities, etc</p> <p>Science Living things/plant reproduction/classification</p> <p>ICT Link to a school in Brazil www.wotw.org.uk/brazil</p> <p>Enterprise Find out about conservation in Brazil and make a CD-ROM for others to use (ICT person could help).</p>	<p>World Wildlife Fund video and teachers' notes on 'The Decade of Destruction'</p> <p>Forestry Commission booklet – The Wonder of Wood (worksheets on Papua New Guinea but ideas apply) 0131 314 6458</p> <p>Environmental Studies Forward Planning and Assessment January 2001 Jacqueline Cuthbertson Trees, Woodlands and Rainforests Unit</p>	
<p>Assessment Strategies: Informal: Observation, active listening, questioning, setting task (worksheet, jotter work, homework) pupil self assessment, peer assessment, pr diagrams Formal: Knowledge/understanding – End of topic test, summarising activity, demonstration of understanding in (state context, eg project) Skills – Investigation, tasks focused on aspects of skills (specify task and skill strand which it is to assess) enquiry/research task, personal bookl</p>		

Activities to Match Units

Brazil – A Developing Country (Level D)

Discussion – what do they know about Brazil? – where is it/which continent? Language spoken? Football/flags/foods from Brazil?

Map of South America – Brazil and countries surrounding it – capital, main rivers – Amazon, mountains, forests, etc.

Watch World Wildlife Fund video on ‘The Decade of Destruction’ – good background to the different issues of land use and management of the r groups of people in Brazil (Indians, poor farmers, rubber tappers, cattle ranchers, the government and rich logging companies). Pack contains many follow-up activities/worksheets.

Research key facts about Brazil – language/religion/history, main industries – particular focus on the effect of mining, coffee/sugar plantations, ca destruction of the rainforest

Consider the different points of view of the various groups of people including the government as to the way the forests should be used – list reas

What kinds of policies have been put in place to ensure the forests are managed properly?

Brazil Assessment Level D

1 On the grid on the back of the sheet, describe the key facts you have learned about Brazil (rivers, mountains etc).

2 How might the view of a native Indian in the rainforest differ from the manager of a logging company

Native Indian

I believe ...

Logging Manager

I believe ...

3 Name three industries that are a threat to the future of the rainforest.

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4 Briefly list some reasons why the forests must be carefully managed – explain one reason in detail.

What I have learned about Brazil

Climate	
Landscape	
Industry	
Farming	
Everyday life	
Conservation issues	
Other	

People and Place			Brazil Developing Country
	ISBN	Author	Title
*	0750220864	Waterlow, J	Family from Brazil
*	0750225262	Morrison, M	Brazil
*	0237517213	Pollard, M	Amazon
*	0750216204	McLeish, E	South America
*	075021418x	Lewington, A	Rainforest Amerindians

