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Ken Breaks Up With Barbie! The Thick and the Thin of It!

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Subject/Grade Level: Grades 6-7 World Geography: The Western and Eastern Hemispheres

Purpose/Overview:
Students will practice creating deeper questioning skills while learning about rainforest destruction in Indonesia.

National Geography Standards from *Geography for Life* Geographic Elements & Standards:
Environment and Society –
14. How human actions modify the physical environment

Geographic Themes:
Human-Environmental Interaction

Oklahoma Academic Standards for Social Studies- Grade 7 World Geography: Eastern Hemisphere

OAS 2012	OAS 2019
7.PALS.1 Literacy Skills Standard 1 The student will develop and demonstrate Common Core Social Studies reading literacy skills.	Social Studies Practices Standard 4. Read Critically and Interpret Informational Sources - Students will engage in critical, active reading of grade-level appropriate primary and secondary sources related to key social studies concepts, including frequent analysis and interpretation of informational sources.
7.PALS.1.A.1 Cite specific textual evidence to support analysis of primary and secondary sources.	**4.A.** Students will comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies.

7.PALS.1.C.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	**4.A.6-8.2** Integrate the use of visual information (e.g. maps, charts, photographs, videos, political cartoons) with textual information from primary and secondary sources.
7.CS.5.2.A Content Standard 5 The student will analyze the interactions of humans and their environment in the Eastern Hemisphere.	**7.4** The student will analyze the interactions of humans and their environment in the Eastern Hemisphere.
2. Evaluate the effects of human modification of and adaptation to the natural environment including the A. Deforestation of Indonesia's rainforests	**7.4.4** Evaluate the effects of human modification of and adaptation to the natural environment through transformation caused by agriculture, the use of modern irrigation methods, industry, demand for energy, and urbanization.

Objectives:

1. Students will gain information on the impact of deforestation in rainforests.
2. Students will evaluate evidence for positions.
3. Students will develop stronger questioning skills.

Materials:

- PowerPoint explaining "Thin" and "Thick" questions and showing photos of Mattel protests
- Computer
- LCD projector and presentation screen (or equivalent)
- Article: "Greenpeace Accuses Barbie of Destroying Indonesia" – one per student
- Student "Thin and Thick" response papers (one per student)
- Student response chart with word cloud – can be copied on the back of the Thin and Thick paper or copied separately – one per student

Time Frame: two 50-minute class periods

Procedures:

1. Use the PowerPoint to introduce the idea of "thin" and "thick" questions (slides 1-4).
2. Distribute the "Thin and Thick" response papers to students.
3. Use the PowerPoint (slides 5-15) to walk them through the process of writing their own thin and thick questions. Allow class discussion and sharing of ideas during this process.
4. Distribute the student response chart / word cloud.
5. Explain that a word cloud takes an article and arranges the most frequent words in a "cloud." The larger words are the ones that occur most frequently in the article. Have them look for clues in the word cloud to anticipate what the article will be about.
6. Have students fill out the first column (questions 1-5) of the response chart ("using just photos and word cloud"), including the evidence on which they base their predictions.
7. Distribute copies of the article "Greenpeace Accuses Barbie of Destroying Indonesia." Have students read the article in order to confirm their predictions or to correct them (#1-5). Again, have students include the evidence they find (#2 and #4).
8. Answering questions 6 and 7 may be done individually, in small groups, or through class discussion. However, if done individually or in small groups, discuss responses with the class.

Assessment:
Use a 3-2-1 writing at the end of the lesson. Students will write:

3 facts they learned in today's lesson
2 examples of thick questions
1 example of a thin question

It will probably be helpful to post the 3-2-1 guide on the board while students are writing. You can use this as a "launch" or "ticket-out-the-door" at the end of class.

Resources:
Original article: Taylor, Michael. "Greenpeace accuses Barbie of destroying Indonesia." Reuters, 8 June 2011. Available 13 June 2014 at http://www.reuters.com/article/2011/06/08/us-mattel-protest-indonesiaidUSTRE7571BZ20110608

YouTube: "Barbie's rainforest destruction habit REVEALED!" 1:39 Greenpeace campaign video, https://www.youtube.com/watch?v=Txa-XcrVpvQ

YouTube: "Barbie and Ken: The Breakup," 3 minute Greenpeace video showing an "action" at the Mattel headquarters, https://www.youtube.com/watch?v=E3MT71Vy8_s&list=PLw2cnO4zBab8YV4eUCjL8llmPsyFk6_w&index=2

Extension and Enrichment/Simplification:
Students can research and compare/contrast deforestation issues in Indonesia with those in the Amazon Rainforest and the Congo Rainforest, including positive policies that are helping preserve rainforest. They can then determine which policies they would recommend to most effectively preserve rainforest land.

Name: _____ Hour: ____

Thin questions & **Thick** questions

Thin: easy, right/wrong; often boring **Thick:** often start with terms like: Why, How, What if; often more interesting questions

Thin question:
_____
_____

Thick question: _____
_____

Thin question:
_____
_____

Thick question: _____
_____

Thin question:
_____
_____

Thick question: _____
_____

Thin question:

_____

_____

Thick question: _____

_____

	using just photos & word cloud	using article
1. Who is dressing up, hanging signs, and doing other public "events" in these photos?		
2. What evidence did you use to decide your answer to #1?		
3. Why are these people doing these things?		
4. What evidence did you use to decide your answer to #3?		
5. Will the kinds of actions shown in the photos help them reach their goal?		
6. Why do you think that (your answer to #5)?		

This world cloud is based on the article you will read. The article will explain the photos you saw.

	using just photos & word cloud	using article
1. Who is dressing up, hanging signs, and doing other public "events" in these photos?		
2. What **evidence** did you use to decide your answer to #1?		
3. Why are these people doing these things?		
4. What **evidence** did you use to decide your answer to #3?		
5. Do **you** think the kinds of actions shown in the photos help them reach their goal?		

6. After reading the article, what do you think was the strongest evidence Greenpeace had to support their views?

7. And what do you think was Mattel's strongest evidence that Greenpeace was wrong?

Janet Hall, updated June 2014

Greenpeace accuses Barbie of destroying Indonesia

By Michael Taylor
JAKARTA | Wed Jun 8, 2011 5:47am EDT

(Reuters) - Greenpeace said on Wednesday it had evidence that

Barbie doll packaging comes from Indonesian rainforests. They 1
accused Mattel of supporting deforestation in Indonesia. 2

On Tuesday, Greenpeace activists dressed up as Ken dolls hung a giant banner on the side of Mattel headquarters near Los Angeles. The pink-and-blue banner showed a frowning Ken. Ken way saying: “It's over. I don't date girls that are into deforestation."

http://www.csmonitor.com/Business/Latest-News-Wires/2011/0608/Barbie-protest-Is-doll-destroying-rain-forests

"Barbie is trashing rainforests and pushing critically-endangered wildlife, like tigers, towards extinction," said Bustar Maitar. Maitar is the head of Greenpeace's program to 3
save the forests in Indonesia.

"Mattel, which makes Barbie, must stop wrapping the world's most famous toy in rainforest destruction," he added. Mattel uses paper from Asia Pulp and Paper (APP) in 4
some of its toy packaging.

Responding to Greenpeace, APP said it follows all the laws in Indonesia. “It is our responsibility to strictly follow those laws. It is **not** our responsibility to satisfy the 5
unreasonable demands of Greenpeace.”

The statement also said, "We believe it's irresponsible to play on the emotions of children and their parents to attack the industry of a developing nation." 6

Greenpeace said the "Barbie" protests are part of a worldwide campaign to stop toy companies from using
8 paper made from Indonesian rainforest trees. According to Greenpeace, Indonesia is allowing a million hectares (3,900 square miles) of rainforest to be cut down every year.

Indonesia has a major

7 APP added that the Barbie packaging uses 96 percent recycled materials.

9 deforestation problem. It is under a lot of

http://www.flickr.com/photos/greenpeaceinternational/5815062932/ pressure from groups and countries

around the world to change that.

The government set up a 2-year *moratorium* (temporary stop) on logging, starting in May 2011 and ending in May 2013. The moratorium is meant to be a temporary timeout on chopping down the rainforest. During those two years, the Indonesian

10 government is supposed to develop a plan for sustainable use of the rainforest. But Indonesia has not enforced the moratorium very well. Industries in Indonesia have pushed their government to make exceptions to the moratorium. The Indonesian government has caved in to many of the industry demands.

"Greenpeace is ... calling on the government of Indonesia to use stronger measures to

11 protect our last remaining natural forests and peat lands," said Zulfahmi, Greenpeace spokesman.

12 Some international companies have decided not to buy products from APP. These companies say they are concerned about environmental issues.

13 APP released an audit it said showed that they were not destroying rainforests.

Adapted from:
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http://farm6.staticflickr.com/5077/5887284313_8c055a86dc_b.jpg

http://www.flickr.com/photos/greenpeaceusa09/5809050792/

http://www.flickr.com/photos/27785378@N06/5846361304/

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