



Earth Day Lesson

“The care of the Earth is our most ancient and most worthy, and after all our most pleasing responsibility. To cherish what remains of it and to foster its renewal is our only hope.”

~Wendell Barry

Name: Olivia Sweeney

Date: n/a

Topic: Sustainability Lesson

Grade :9-10

OBJECTIVES: *The Student Will Be Able To:*

- Write a persuasive letter concerning an environmental issue.
- Work collaboratively within a group setting and complete specific tasks
- Analyze the effects proper sustainability can have on the earth’s resources

STANDARDS:

MATERIALS NEEDED:

- **Assignment worksheet (Letter to the editor)**
- **Rubric**
- **Newspapers**
- **Scenario**
- **Group member task worksheet**

INTRODUCTION (ANTICIPATORY SET):

I would bring in a large stack of newspapers and drop them on my desk. I would ask the students, “How many of you read the newspaper? What is your favorite part? Do you see others reading the paper?” I would grab a newspaper and throw it into the trash can instead of the recycling bin. I would then give newspapers to all of the students and have the students crumple up the paper to fill up a trash can. I would then explain that this particular publication prints over three thousand copies weekly and has twenty-three edition yearly that mostly get thrown away instead of recycled. Turn to A-2 in your paper. Do you see the opinion section? We will be short columns in order to end our unit on newspaper writing and in hopes of entering a contest

PROCEDURE:

“The earth is what we all have in common.”~ Wendell Barry

WHAT TEACHER WILL DO

WHAT STUDENTS WILL DO

<ul style="list-style-type: none">• Explain sustainability• I will divide the students into group of three.• I will pass out the assignment to the groups• I will read the directions out loud• Ask if there are any questions• Ask for one volunteer from each group• I will continue to guide students during the group activity and let them know that we would more extensively work on the projects tomorrow.• The first step is brainstorming, outlining ideas, writing.	<ul style="list-style-type: none">• Students will move their seats to be sitting close to one another.• Students will read the assignment silently• Ask a student volunteer to read the assignment• Ask questions• Volunteers will each read a paragraph from an example column.
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CLOSURE:

Students will submit their letters to the editor to the contest and we would also submit them to local and school newspapers

ADAPTATIONS:

n/a

HOW WILL I KNOW I ACHIEVED MY LESSON’S OBJECTIVES (ASSESSMENT):

I will know I achieved my objectives by assessing the students’ letters to the editor and by evaluating them individually on their small group participation.

CLASSROOM MANAGEMENT CONSIDERATIONS:

Students will each be given specific tasks the writing process to ensure that everyone is doing something and to help the task get done faster.

INSTRUCTIONAL STRATEGIES USED:

- Cooperative learning
- Direct Instruction

HOW I WILL BEGIN MY NEXT LESSON:

We will begin the next lesson by watching a short Youtube clip about recycling.

TEACHER NOTES:

Contest for Students

Teens invited to enter ‘green living’ essay contest

Our junior and senior high school students are asked to tackle tough environmental questions for a contest presented by Walter Schmitt and Associates, a local heating thermcoil company interested in environmental issues.

Winners of the “Living Evergreen” essay contest will be recognized at the Apple Castle Festival in New Wilmington.

“Today’s youth are tomorrow’s leaders, and they will be responsible for solving the next generation of environmental questions through individual initiative and technology,” Reardon said. “It’s important that we begin this discussion with them today, and this essay contest is one attempt to do so.”

Through this “Living Evergreen” letter contest, a panel of three judges will select first-, second- and thirdplace essays from students entering grades 7-9 and 10 through 12.

Allied Waste Services has provided U.S. Treasury bonds as prizes, with each first-place winner receiving a \$200 bond.

Students are challenged to answer one of the following questions:

- What steps can you take in your everyday life to enhance and maintain the environment and improve sustainability?
- What current technology and green-living practices do you and your family use today that helps improve the environment and what impacts do you think these make on the environment?
- What future technical advancements can you imagine for solving current environmental and sustainability challenges?

During last year's opening ceremony, leaders from Allied Waste Services discussed their renewable energy project in Klickitat County, which is fueled by waste from Snohomish County. Together, the two entities found a way to reduce the impacts of the county's waste stream on the environment.

"It is ideas such as these that make our lives healthier and more enjoyable," Reardon said. "Yet, there is still much more we can do to promote greener living while creating new jobs in new industries."

Essays of 200-300 words must be received before Nov. 5.



Group Member Names: _____ PD: _____ Date: _____

Calender

DAY 1: complete tasks 1-3

DAY 2: complete task 4-5

Day 3: complete task 6-7

First: Take two minutes to choose group member positions. Write who will be responsible for each role on the lines provided.

Layout editor: _____

Tasks to complete: The layout editor is in charge of typing up the final draft of the column and adding appropriate art work to the piece to make it visually and creatively pleasing. The layout editor must contribute to the brainstorming, outlining, and drafting processes.

Copy Editor: _____

Tasks to complete: The copy editor is in charge of editing the text of the column in its first and final draft stages. The copy editor must contribute to the brainstorming, outlining, and drafting processes.

Writer: _____

Tasks to complete: The writer must write down all of the information during the brainstorming, outlining, and drafting. The write must come up with a clever title for the piece. The writer is not solely responsible for the concepts and arguments within the column.

Note: All group members must participate in the brainstorming, outlining, and drafting processes. Group members will complete an individual member evaluation at the end of the activity. I will be observing each of the students' contribution in the groups.

Second: As a group, take two minutes to circle one of the three prompts to write a 200-300 word column.

1. What steps can you take in your everyday life to enhance and maintain the environment and improve sustainability?
2. What current technology and green-living practices do you and your family use today that helps improve the environment and what impacts do you think these make on the environment?
3. What future technical advancements can you imagine for solving current environmental and sustainability challenges?

Third: *BRAINSTORM IDEAS!!!!* *Writer: Use the backs of page one of the assignment to write.*

Forth: *Create a brief but organized outline for your first draft. Writer: Use the back of page two for the outline.*

Fifth: *Write the first draft of the letter double-spaced on tablet paper.*

Sixth: *Copy editor will look over the column to make edits.*

Seventh: *The layout editor will type up the column and add an appropriate piece of clip art. The copy editor will edit the column. At the end of the third day, groups will turn in their columns.*

Group Member Assessment: *On separate sheets of paper write your member ratings and your own rating on a scale of 1-5 (1 being a low score; 5 being a high school). Feel free to leave comments in the right hand margin.*

Layout writer

Contributed to brainstorming, outlining, and drafting 1 2 3 4 5

Typed the final draft and added artwork 1 2 3 4 5

Copy editor

Contributed to brainstorming, outlining, and drafting 1 2 3 4 5

Completed editing tasks during first and second draft 1 2 3 4 5

Writer

Contributed to brainstorming, outlining, and drafting 1 2 3 4 5

Legibly wrote the brainstorming, outlining and first draft 1 2 3 4 5

COLUMN RUBRIC

	1	2	3	4
Details/Examples	Details/examples are either wrong or lacking.	There are details/examples, but they are either unclear or not very specific	Details/examples are clear and specific but they are not well developed.	Details/examples in the paragraph are clear and well developed. There are enough details to support and create a valid interpretation of the text.
Style: sentence flow, and word choice.	Writing is confusing and hard to follow. Contains fragments and/or run-on sentences.	Writing is clear, but sentences may lack variety.	Writing is clear and sentences have varied structure. Fairly adequate and interesting use of words.	Writing is cohesive and intentional. Sentences are strong with varied structure. Interesting varying and logical use of words.
Mechanics	Many Distracting and errors in grammar, punctuation, spelling, and capitalization.	A few errors in punctuation, grammar, spelling, and capitalization that distract from the meaning of the paragraph. Some major errors.	Minor errors in punctuation, spelling, grammar, or capitalization	No errors in punctuation, spelling, grammar, or capitalization

