

Unit 3: Humans and the Environment
ECE/AP English Language and Composition

13 Class Meetings

Rev. August 2017

Essential Questions

- Are humans and nature by definition in conflict?
- What is our responsibility for solving the issues presented by climate disruption?

Enduring Understandings with Unit Goals

EU 1: Humans and the environment are inextricably linked: while much of human history has been spent trying to find ways to be safe in nature, it is only recently that humans have become aware of the need to protect nature from themselves.

- Understand the long history of human interactions with nature, including the relatively short history of environmental conservation.

EU 2: Experience with the natural world provides many benefits to humans.

- Identify ways that humans benefit from the natural world.
- Analyze contemporary approaches to incorporating the natural world in daily life.

EU 3: The survival of human civilization depends on the protection of the earth.

- Explain the idea of the 6th Extinction
- Discuss the responsibility each of us has to protect the earth.

Standards

Common Core State Standards

- **RI.11-12.2:** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- **RI.11-12.3:** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- **RI.11-12.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10)..

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- **RI.11-12.7:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- **W.11-12.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- **W.11-12.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **W.11-12.8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **SL.11-12.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- **SL.11-12.2:** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- **L.11-12.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

MSMHS 21st Century Learning Expectations

Competency 1. Read and write effectively for a variety of purposes

Competency 2. Speak effectively with a variety of audiences in an accountable manner

Competency 5. Contribute to a positive learning environment with respect and responsibility

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Unit Content Overview

- AP Style Synthesis Essay
- Construction and Evaluation of Argument
- Close Reading Skills
- 19th Century Environmental Thinking and Transcendentalism (Thoreau, Emerson)
- Beginning of the Environmental Movement (Rachel Carson)
- Current Environmental Issues: Debates and Controversies
- Visual Arguments
- Analysis of Argument in all forms (photography, comic strips, poems, song lyrics, essays, charts, maps, documentary film, etc.)
- Skills needed to craft effective essays (rhetorical analysis, argument, synthesis)
- Close reading skills
- Vocabulary: Abstract, aesthetic, anecdote, assertion, berate, biased, bleak, colloquial, condescending, conscientious, contemptuous, discern, disdainful, domesticity, ease, elegiac, empirical, erratic, fabricate, fateful, haughty, harbors, hypocrisy, imply, inconsequential, infer, inscrutable, justification, legacy, magnanimity, melancholy, morose, naïve, notorious, novice, objective, obscure, ominous, pragmatic, propensity, query, ramification, reflective, refute, reluctant, resignation, sentimental, serene, skeptical, somber, tactful, testimony, trivialize, undermine, unprecedented, validity, vice, vitality, whimsical, wily
- Grammar Topic: Parallel Structure

Interdisciplinary Connections

- Marine Science - offshore wind farms, ecosystems, fisheries, the human-environment connection
- Environmental Science - climate change, human/nature interactions, fossil fuels, alternative energies, fuel pipelines
- U.S. History - environmental policy, government action, pipelines
- World Maritime History - the human environment connection

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Learning Objectives

Students will be able to...

- Read text closely and apply critical reading skills to AP style multiple choice questions
- Identify the implicit argument in an essay
- Construct an imagined but probable dialogue between two writers
- Determine the argument of a poem
- compare and critique arguments generated by classmates in response to challenging text
- compare two texts from different time periods about the same idea
- apply knowledge about argumentation to analysis of a video game
- identify and employ relevant and appropriate evidence to support or refute an argument
- analyze a visual argument
- synthesize information from three sources (one visual, two written) to formulate an argument
- analyze complex arguments with a careful eye toward rhetoric and use of evidence
- describe the skills required in the AP synthesis essay
- apply argument analysis skills to a visual argument
- assemble sources for use in synthesis assignment
- craft introductory material for selected sources in a synthesis assignment
- generate argument and synthesize at least three sources in essay responding to AP style synthesis question

Instructional Strategies/Differentiated Instruction

- Discussion
- Lecture with notes
- Small Group Work
- Individual Practice
- Partner Work
- Students exemplars
- Homework
- Close reading with annotations
- Accountable Talk discussions
- Graphic organizers
- Jigsaws

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- Self-assessments
- Strategic grouping
- Student choice
- Flash cards for vocab
- Learning through competitive games
- Personal connections

Assessments

FORMATIVE ASSESSMENTS:

- ECE 1010 Essay on the Individual and the Environment
 - MSMHS Rubric 1: Literacy
- Do-Nows
- Journal Writing
- Group Work
- Discussion
- Observations
- Think-Pair-Share
- End-of-class checks
- White Board Review
- Self-Assessments
- Graphic Organizers
- AP Style Writing Practice
- Multiple Choice Practice

SUMMATIVE ASSESSMENTS:

- Creating a Synthesis Assignment: Bill McKibben and the “End of Nature”
- ECE 1010 Essay on the Individual and the Environment
 - MSMHS Rubric 1: Literacy
- Unit Test

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Unit Task

Unit Task Name: ECE 1010 Essay on the Individual and the Environment

Description: Students will use information and skills learned in this unit to write an essay exploring their own relationship to the natural world. Incorporating material from at least two sources we read as a class and at least one additional source, students will be expected to address the benefits of the natural world, our individual and communal responsibilities for the environment, and an awareness of the history of the relationship between humans and nature, in addition to other topics of their choice. The essay will be a minimum of five pages and will be in MLA format.

Evaluation: MSMHS Rubric 1: Literacy

Unit Resources

- Elizabeth Kolbert: *The Sixth Extinction: An Unnatural History*
- Jon Krakauer's *Into the Wild*
- *Language and Composition* (textbook)
- Terry Tempest Williams: "The Clan of the One-Breasted Women"
- Rachel Carson: Excerpt from *Silent Spring*
- Walt Whitman: "When I Heard the Learn'd Astronomer"
- Ralph Waldo Emerson: Excerpt from "Nature"
- Percy Bysshe Shelly: "Ozymandias"
- Henry David Thoreau: Excerpt from "Walking"
- Chief Seattle: Letter to President Pierce
- Jared Diamond: "The Ends of the World as We Know Them"
- Stephen Jay Gould: Sex, Drugs, Disasters, and the Extinction of Dinosaurs"
- Joy Williams: "Save the Whales, Screw the Shrimp"
- Rick Bass: "Why I Hunt"
- Robert Crumb: "A Brief History of America"
- Joni Mitchell: "Big Yellow Taxi"
- Bill McKibben: Excerpt from "The End of Nature"
- Alex Kuzoian: "The History of Earth"
- Articles from The New York Times, The National Review, and other sources
- AP Central
- Youtube

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