

Civic Environmentalist Rachel Carson

High School (9-12) Lesson Plan

Focus Question

What is each person's responsibility for environmental stewardship?

Purpose

Learners will understand and demonstrate their knowledge of the concept of civic environmentalism and the impact that one woman had on the world and our environment. The learners will understand how her advocacy is an example of civic environmentalism and how they can become civic environmentalists.

Duration

One 50-minute class period

Student Objectives

- Demonstrate a knowledge of the concept civic environmentalism.
- Know and understand why Rachel Carson is known as an environmentalist.
- Design a personal plan/role to care for the environment.

Instructional Procedures

Ask the learners what type of litter they think might be considered the number one, most often found, piece of litter in our environment and record their responses for all to see. Have the learners 'debate' their input and then inform them that the goal is to come to a consensus as to the top

two or three pieces of litter found in our environment. (The top three are: cigarette wrappers/butts, beverage containers, fast food containers/napkins/straws)

Having arrived at a consensus, have the learners share some of their ideas how as a society working together, we might be able to reduce the quantity of this type of litter.

Share with the learners that people who attempt to find these types of solutions are often referred to as civic environmentalists.

Distribute Attachment One: Civic Environmentalism. Arrange students in groups of four and have them quickly read and be prepared to summarize their reading for the whole group: Group I - Historic Roots; Group II- Importance; Group III-Ties to the Philanthropic Sector; Group IV- Key Related Ideas. Ask the learners to read and discuss their assigned section of the handout. They should select a reporter to record and share a summary.

Have each group present to the entire class a 1-2 minute summary of their group's assignment.

Discuss the definitions, making sure that the learners understand and can identify the terms and their meaning.

Distribute Attachment Two: Rachel Carson and tell the learners to read the

information found on this handout. Assign students to four groups and each group develop a rationale as to whether or not Rachel Carson fits the description of a civic environmentalist and why.

Have them decide whether or not her name should be added to the Civic Environmentalists “Important people related to the Topic” found in Attachment One complete with rationale.

Have each group make a presentation supporting the group’s stance and rationale. Encourage students to compare and contrast these rationales for strength of presentation.

Individually, have each learner develop an “action plan” (Attachment Three) that identifies an environmental problem, the causes for the problem, the goal/solution in dealing with this problem and steps that they are considering taking as they play the role of a “civic environmentalist” during Earth Day. The completed Attachment Three for each student can be posted in the room and a class “walk about” done for the students to see each other’s plans.

Assessment

- Learner involvement in class discussion
- Learner involvement in group work
- Depth & relevance of learner’s action plan

Extension

Discuss the plans, select one or more and carry out the plan(s) as a group or in small groups as their participation in The Earth Day event.

Bibliographical References

- www.nrdc.org/health/pesticides/hcarson.asp
- www.learningtogive.org

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Common Core Standard Suggestions

CCSS.ELA-LITERACY.RST.9-10.2
CCSS.ELA-LITERACY.RST.9-10.4
CCSS.ELA-LITERACY.RST.11-12.2
CCSS.ELA-LITERACY.RST.11-12.4
CCSS.ELA-LITERACY.RST.11-12.7

