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ENC 0015

SUBJECT AREA: College Prep Writing 1

GENERAL DESCRIPTION: Students will read the Earth Charter and appropriate reading-level articles on Global Sustainability and keep a 'Double Entry' Reflective Journal (replacing traditional journal entries).

MATERIALS NEEDED: Copies of journal articles and the Earth Charter, composition book, access to Internet, and Thinking Prompts

TIME REQUIRED: Full semester

SPECIAL CHARACTERISTICS: This lesson will involve reading, writing, and group discussion

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- OBJECTIVES:**
- 1. Students will become aware of Sara Parkin's Four habits of sustainability thought: Resilience, Relationships, Reflection, and Reverence and use these to 'target focus' and promote self-awareness as they read.**
 - 2. Students will become aware of how they enhance the rigor of any ecological or social system they have a part in.**
 - 3. Students will become aware of how they help to create or protect positive relationships with individuals and systems.**
 - 4. Students will reflect on when and how often they think about life lessons and how to apply them to the future.**
 - 5. Students will reconnect with childhood feelings of "respectful awe" for the power of the natural world and evaluate how these feelings foster reverence.**
 - 6. Using teacher provided Thinking Prompts (Parkin's Four Habits), students will record their thoughts in a Double Entry journal.**
 - 7. Students will be able to discuss their thoughts in a small group setting.**
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PERFORMANCE OBJECTIVE: Students will learn how to use a 'Double Entry' journal to become more aware of their 'Reading/Thinking' process and at the same time learn about global sustainability.

PREPARATION: *Students will have read the Earth Charter and read and understood the teacher assigned Thinking Prompts.*

PROCEDURE

IN THE CLASSROOM:

1. *Students discuss the Earth Charter (TEACHER FACILITATES DISCUSSION)*

AT HOME:

1. *Students read assigned articles on Sustainability.*
2. *For each article, students will divide a composition book page lengthwise to create a visual two column format.*
3. *As they read, students will record quotes, comments, or summary statements from their articles on the left side of the paper.*
4. *As they read, students will use their assigned Thinking Prompts to record their thoughts on the right side of the paper.*

END OF TERM:

1. *In small groups (four students), participants will share and discuss the thoughts they recorded in their journals. (TEACHER WILL FOCUS/GUIDE DISCUSSIONS USING PARKIN'S 'FOUR HABITS' QUESTIONS).*
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ASSESSMENT:

Teacher observation of discussion- Question: Were students able to develop a greater understanding of their responsibilities as stewards of our environment?

Are students more aware of sustainability strategies available to them which can be immediately applied to benefit ecosystems in their own backyards?

ADDITIONAL EVALUATION: JOURNAL REVIEW: *Individual grammar/syntax check: Were the students able to express their written thoughts using the norms of standard English?*

EXTENSION:

1. *Additional readings on Earth Literacy*
2. *One on one teacher- guided evaluation of grammar, word choice, and syntax*

