Connor Morris

EDUC 4337

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| **Lesson Title:** Letter Drafting | **Date:** Day 5 |
| **Unit Title:** Environmental Justice | **Subject:** 7th grade social studies |

**Objectives/Learner Outcomes and Assessments** (formal and informal)

* 1. By the end of the lesson, students will
* Choose relevant elected official
* Conduct independent research
* Analyze how information found relates to environmental justice
* Develop a critical argument on your politician’s position on environmental issues
  1. For each of the above outcomes, what DATA or EVIDENCE will you use to evaluate each of your learning outcomes (be sure to address this for each outcome)? (Give a brief description)
* Student’s completed research guides
* Informal assessments of student understanding and progress during individual and whole group discussions
* Final draft of letter to a politician

**Standards Addressed**

DPI.SS.A.8.1 Use a variety of geographic representations, such as political, physical, and topographic maps, a globe, aerial photographs, and satellite images, to gather and compare information about a place

DPI.SS.A.8.4 Conduct a historical study to analyze the use of the local environment in a Wisconsin community and to explain the effect of this use on the environment

DPI.SS.A.8.6 Describe and distinguish between the environmental effects on the earth of short-term physical changes, such as those caused by floods, droughts, and snowstorms, and long-term physical changes, such as those caused by plate tectonics, erosion, and glaciation

DPI.SS.B.8.2 Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history

DPI.SS.B.8.4 Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians

DPI.SS.B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations

DPI.SS.E.8.6 Describe and explain the influence of status, ethnic origin, race, gender, and age on the interactions of individuals

DPI.SS.E.8.7 Identify and explain examples of bias, prejudice, and stereotyping, and how they contribute to conflict in a society

CCSS.ELA-Lieracy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence

CCSS.ELA-Lieracy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

CCSS.ELA-Lieracy.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Lieracy.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

**Materials/Resources/Technology**

* Class definition of environmental justice
* Computers
* Research guides (below)

# Section B: Introduction to Lesson

Purpose:

Today we will continue exploring environmental justice by conducting research on a chosen elected official.

Prior learning:

During the last several classes, students have been exploring environmental justice, particularly in connection to Milwaukee. This lesson will depend on those understandings to make sense of their research.

The class has previously discussed politics and the role of elected officials in civics lessons. This will be important during research and in order to formulate an argument.

**Section C: Content/Procedures/Sequence**

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| Content outline | Instructional strategies/learning tasks/sequence of activities (include what you *and* the students will be doing that supports diverse student needs) |
| Launch (10 min)  Activity: Research (35 min)  Summary (15 min) | Begin class by quickly debriefing on the field trip and invertebrate testing. Review how this is connected to environmental justice.  *Our task today is to choose an elected official either from Milwaukee, Wisconsin, or somewhere else in the US and research their position on environmental issues.*  Brainstorm possible politicians to research:   * Mayor Tom Barret * Governor Scott Walker * Senator Tammy Baldwin * Senator Ron Johnson * Representative Gwen Moore * President Obama * 2016 Presidential candidates   *You will organize the information you find in Cornell notes.*  *After researching your elected official, you will draft a letter to them. Your letter should take a position, either commending them for their efforts to promote environmental justice or persuading them to take action. In your letter, you should include information you found through research as well as your own experience. Talk about what you’ve learned about environmental justice and what it means to you.*  Students independently work on computers to research their chosen politician, organizing information on the research guide. Students should take notes from at least three reliable sources.  Teacher walks around the room, asking guiding questions, clarifying any misconceptions. As students finish, guide them to begin considering the position they will take in the letter, organize their argument.  Whole class discussion, ask for student volunteers to summarize their research and the position they will take in the letter. Assign writing final draft of the letter as homework. Letter should be 1 page in length. |

**Section D: Closure**

Today we continued exploring environmental justice by conducting research on elected officials’ position on environmental issues.

Assignment

Student should use the information found while researching today to write their letter. The letter will be the following class and should:

* About 1 page in length
* Use formal language and conventions
* Make an argument (either positive or negative) for the politician’s position towrd environmental issues.
* Discuss information found through research concerned with evidence on the official’s position toward environmental issues.
* Include personal opinions defended by experiences related to environmental justice, either from class instruction or not.

Environmental Justice Research Guide

Politician to research: ­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Main ideas: | Details: |

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| Source: | |
| Main ideas: | Details: |

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| Source: | |
| Main ideas: | Details: |

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| Summarizing Argument (position to be taken in letter): |