

Cobblestone™

CELEBRATE EARTH DAY!

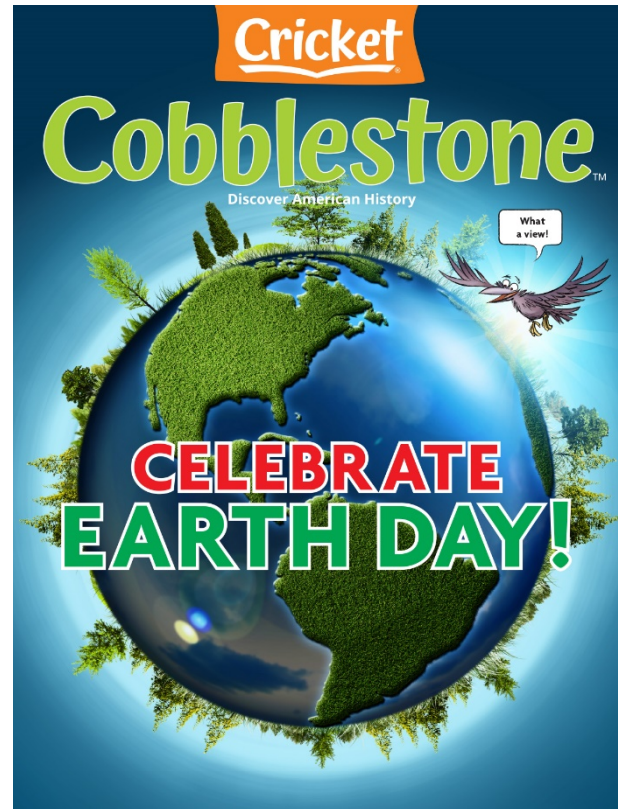
In this issue, students explore how Earth Day became a worldwide event and learn more about how humans are taking efforts to protect and preserve the environment.

CONVERSATION QUESTION

How have humans modified their environment?

TEACHING OBJECTIVES

- Students will learn about environmentalism.
- Students will analyze connections among events and developments in broader historical contexts.
- Students will generate questions about individuals and groups who have shaped significant historical changes.
- Students will explain how culture influences the way people modify their environment.
- Students will create a timeline.
- Students will create a poster.
- Students will conduct research.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

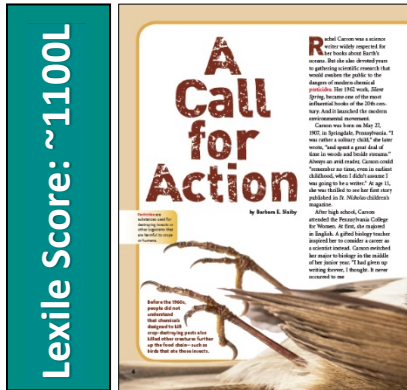
- **A Call for Action**
Expository Nonfiction, ~1100L
- **Senator Nelson's Big Idea**
Expository Nonfiction, ~900L
- **Back to the Tap**
Expository Nonfiction, ~900L

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A Call for Action

pp. 4–9, Expository Nonfiction

Explore how one individual's passion for the environment *and* writing sparked a movement to protect both the environment and humans from man-made chemicals.



OBJECTIVES

- Students will learn about environmentalism.
- Students will analyze connections among events and developments in broader historical contexts.
- Students will create a timeline.

KEY VOCABULARY

- **bioaccumulation (p. 7)** the accumulation over time of a substance – especially a contaminant – in a living organism
- **chemicals (p. 7)** compounds or substances consisting of matter – solid, liquid, or gaseous – especially ones that are artificially prepared
- **pesticides (p. 7)** substances used to destroy insects or other organisms harmful to cultivated plants or to animals

ENGAGE

Conversation Question: How have humans modified their environment?

Tell students that as recently as the 1960s, many people didn't understand the potentially harmful effects of pesticides on humans as well as the environment. Explain that they'll be learning about the efforts of one key individual – Rachael Carson – and how they led to widespread changes in how people use and interact with pesticides.

INTRODUCE VOCABULARY

Write the following sentences on the board. Then, ask students to decide which words from the vocabulary list should be used to complete the sentence.

- _____ are products made of _____ that are designed to protect plants from being harmed.
- _____ of harmful _____ can result from repeated use of _____.

READ & DISCUSS

Read the article with a partner, and then use these prompts for discussion:

- What were Carson's first three major publications about?
- Why was Carson concerned about the use of some pesticides?
- In what way did Carson's *Silent Spring* lead to changes in how people use pesticides?

CONCEPT/SKILL FOCUS: Analyze Connections

INSTRUCT: Tell students they will be using clues from the article to make generalizations about the broader historical context of the evolution of chemical sciences and their application for human purposes in 20th century America. Define historical context as a *set of beliefs, understandings, and ideas that are used to interpret a relatively long period of time.*

ASSESS: Instruct students to identify key beliefs, understandings, and ideas about chemicals and their use for human purposes present in early-to-mid 20th century American society, prior to Carson's 1962 publication of *Silent Spring*. Then, have them document how these beliefs, understandings, and ideas changed as a result of her work. When students have finished their work, have them summarize how ideas and practices around the use of chemicals changed in the 20th century.

EXTEND

Social Studies Have students use the information in the text to create an annotated timeline of at least six major events in Carson's life. Make sure they capture key events such as those that expanded awareness or led to changes in social patterns (i.e., behavior, laws, ideas).

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Senator Nelson's Big Idea

pp. 10-13, Expository Nonfiction

Learn how one passionate Senator helped spark a movement to protect the environment that would come to be known as Earth Day.



ENGAGE

Conversation Question: How have humans modified their environment?

Ask students if they know what and when Earth Day is. Explain that it is a day – April 22nd of every year – set aside for people and communities to raise awareness of environmental issues and take action. Then, explain that the article will help them understand both how and why Earth Day came about.

INTRODUCE VOCABULARY

Together, review the vocabulary words and read them aloud. Then, ask students to make predictions about the topic of the text using the vocabulary words. If necessary, help students guess the topic by revealing the title of the article.

READ & DISCUSS

Read the article with a partner, and then use these prompts for discussion:

- What did Nelson do to protect the environment while serving as Governor of Wisconsin?
- What environmental issues had been caused by pollution by the 1960s?
- Why did Nelson believe ‘teach-ins’ might be an effective way to battle pollution?
- How did Nelson’s efforts help spark action by others to protect the environment?

RESOURCES

- **Generate Questions**

OBJECTIVES

- Students will learn about environmentalism.
- Students will generate questions about individuals and groups who have shaped significant historical changes.
- Students will create a poster.

KEY VOCABULARY

- **reserves (p. 11)** a section of land put aside for the purpose of preserving a physical habitat, including its plant and animal life
- **pollution (p. 11)** the presence in or introduction into the environment of a substance or thing that has harmful or poisonous effects
- **sit-ins (p. 11)** forms of protest in which demonstrators occupy a place, refusing to leave until their demands are met

CONCEPT/SKILL FOCUS: Generate Questions

INSTRUCT: Explain that both individuals and groups mentioned in the article helped to shape significant historical change regarding how people understand and participate in efforts to protect the environment. Then, explain that, sometimes, reading about a topic makes historians think of additional questions, the answers to which would help them better understand the event and/or individual(s) who participated or were affected by it.

ASSESS: Instruct students to use the graphic organizer to generate three questions about either Nelson or Hayes and three questions about any of the groups mentioned in the article. When students have finished their work, have them share their questions with the rest of the class.

EXTEND

English-Language Arts The article discusses various efforts made by people across the United States on Earth Day. Explain to students that they need to create a poster advertising the next Earth Day, which persuades people to participate. Thus, the poster should have a clear call to action and compelling reasons for people to take that action.

Name _____

Generate Questions

When historians look at an event or development, they begin to ask questions that will help them gain a deeper understanding. Think about the significant individuals and groups mentioned in the article. Then, list one individual and one group, and generate three questions about each that would help you better understand the events described in the article.

Individual

Group

Summarize

Last, summarize what these questions will help you learn about the individual or group and their relationship to the events described in the article.

Individual

Group

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Back to the Tap

pp. 18–21, Expository Nonfiction

Sometimes, something that seems good carries with it unintended consequences. Such is the case for bottled water, whose environmental impact may outweigh the safety and convenience offered by the product itself.



OBJECTIVES

- Students will learn about environmentalism.
- Students will explain how culture influences the way people modify their environment.
- Students will conduct research.

KEY VOCABULARY

- **public (p. 18)** of, or managed by, a government at the local, state, or federal level
- **regulations (p. 19)** a rule or directive made and maintained by an authority
- **disposable (p. 20)** intended to be used once, or until no longer useful, and then thrown away

ENGAGE

Conversation Question: How have humans modified their environment?

Ask students to think about where their drinking water comes from. Challenge them to go further than simply identifying the distribution source (i.e., store, bottles, water fountain, etc.) and explain how it gets into that place or form. Then, ask them to think about what the environmental impact of using water in the form of bottled water might be.

INTRODUCE VOCABULARY

Define each word with students. Then, arrange students in small groups and have them practice using both words in a single sentence. Finally, tell students to look for these words as they read the story.

READ & DISCUSS

Read the article with a partner, and then use these prompts for discussion:

- What support does the author give for their claim that bottled water might be less healthful than tap water?
- What is the environmental impact of consuming large amounts of bottled water?
- What steps have manufacturers taken to reduce pollution from bottled water?

CONCEPT/SKILL FOCUS: Explain Influence

INSTRUCT: Explain that culture refers to the beliefs, values, and behaviors that a group of people have in common. Also, explain that culture is not static; it is constantly shifting in subtle and, sometimes, not so subtle ways. Tell students that they'll be identifying the beliefs, values, and behaviors that affect the demand for bottled water and efforts to reduce its impact on the environment.

ASSESS: Arrange students in pairs and have each pair work together to identify three beliefs, values, and/or behaviors mentioned in the article that explain the demand for bottled water. Have them do the same for the efforts to reduce the environmental impact of bottled water.

EXTEND

Social Studies The article discusses the potential benefits of tap water over bottled water. Challenge students to do their own research on the subject of tap water. Specifically, ask them to research how water is collected, prepared, and distributed to homes. Have them pick a place that is of interest to them or ask them to focus on their local community. Last, ask them to identify the benefits and cons of this form of providing water to people.