

# Destination 2018: Sustainability Lesson Plan

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DISCIPLINE: COMMUNICATIONS

The goal of this lesson plan is to help you decide why and where you will infuse sustainability to improve student learning. Remember that sustainability is not an "add-on" content area; rather, sustainability can be integrated into already existing lessons as in-class examples of concepts and as a context for activities and problem sets that promote critical thinking.

## Week 1: Needs Assessment

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This week you will write a needs assessment for your lesson, learn about SDG goals, and identify 3 goals that could align with your course and topic.

### Needs Assessment

#### 1. Write your Needs Assessment:

[\(examples\)](#)

*Over my years of teaching, it has become clearer and clearer that students come to my classes with a misunderstanding of the value and purpose of education. They tend to see it as (at best) a process which will help them in their careers or (as a less noble interpretation) something to "tolerate" or a box to "check off".*

#### 2. Explain why you think infusing sustainability will help this need:

[\(examples\)](#)

*Infusing the ideas of sustainability is something I have tried (perhaps without considering the terminology) for many years. Any increase in any person's understanding and respect for sustainable attitudes, behaviors, and actions will, in general, help students to be better citizens of a world which is in need of a host of actions and policies based on sustainability and, in particular, to be better citizens of a democracy which is in need of attitudes and actions which will help to sustain our great experiment in democracy.*

*In short, I believe students who have the best chance of becoming supporters of sustainability are those who understand and care about people, ideas, ecosystems, nature, and the world in general.*

#### 3. State where (course or area) you are infusing sustainability and the topic:

[\(examples\)](#)

*In helping students to read for understanding and to formulate and defend ideas, I am attempting to infuse sustainability. I regularly discuss ideas from outside the subject matter usually considered to be "English Composition" in*

order to bring up the sorts of ideas mentioned above. I am hoping to get more ideas from the facilitators and my colleagues over the next few weeks.

## Research SDGs

Visit the [Sustainable Development Knowledge Platform](#) to research the Sustainable Development Goals.

4. Choose at least 3 of the SDGs of interest that could align with your topic and share why:  
([examples](#))

*I have been using many of the "SDGs" without using the terminology.*

*4 "Quality Education" is a pretty clear one. The ability to read and write is critical. In a sense, this is also related to "No Poverty (1).*

*Many of the works of literature I have chosen to use in ENC 1102 cover issues of "Gender Equality (5). These include works of poetry which discuss or explore the issues directly.*

*Issues of "Peace and Justice (16) are relevant in historical essays we cover including (among others) Thomas Jefferson's "Declaration of Independence", Jonathon Swift's "Modest Proposal", and George Orwell's "1984".*

## Week 1 Reflection

5. Now that you have completed this week's portion of the template, reflect on the following:

- a. I'm excited about...sharing ideas with and learning from everyone in Destinations.
- b. I have questions about...how to fit some new ideas into a syllabus and curriculum which is already quite full.

## Week 2: Learning Outcomes/Research

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This week you will write the student learning outcome for your lesson, explore lesson plan examples, look at a variety of classroom assessment techniques, and consider how you could incorporate the 3 Pillars of sustainability with a learning activity.

### Student Learning Outcome(s)

The Student Learning Outcome is a statement of what the student will learn or be able to do because of this lesson. For more information on how to write a measurable learning outcome, review the following resources:

[How to write a Student Learning Outcome \(Slides 1 to 5\)](#) | Bloom's Taxonomy Resources - [Bloom's Taxonomy Action Verbs](#), [Bloom's Interactive Graphic](#), [Bloom's Taxonomy of Learning Domains](#)

6. Write your Learning Outcome:  
([examples](#))

The student will be able to write a grammatically sound persuasive essay including a clear thesis which relates the literature to one or more of the SDG's.

## Sustainability Lesson Plan Samples

Explore the following resources for lesson plan ideas:

- [Sustainability teaching activities across the disciplines](#) (Repository developed by Carleton College)
- Lesson plans organized according to conceptual Sustainability Systems: [Water](#), [Energy](#), [Food](#), [Waste](#), [Landscape & Ecosystem](#), [Supply Chain](#), and [Quality of Life](#) (Developed by ASU faculty)
- [AASHE Curriculum Resources Hub](#) (requires login)

7. Of the lesson plans you've explored, pick 3 and share why you selected those:  
([examples](#))

I think [The Real Game of Life](https://sustainability.asu.edu/sustainableschools/learn-more/quality-of-life/) <https://sustainability.asu.edu/sustainableschools/learn-more/quality-of-life/> might contain some ideas I could incorporate into my classes because my syllabus already focuses closely on close reading exercises. The idea that "there are usually no easy solutions, but instead, diverse tradeoffs that are constrained by resources. In this lesson students will explore several concepts related to decision making: tradeoffs, unintended consequences, uncertainty, payback periods and equity" also fits in well with the idea that a thesis statement and an essay should account for "the opposition", "differing opinions", or "alternative interpretations".

The lesson plan, [Engaging Contentious Political Issues](https://serc.carleton.edu/bioregion/examples/184955.html) <https://serc.carleton.edu/bioregion/examples/184955.html>, would also work well as it discusses ideas and ways of thinking which would relate easily and closely to the sorts of things I am already doing in the class.

Visualizing Social Justice in South Seattle: Data Analysis, Race, and The Duwamish River Basin, <https://serc.carleton.edu/bioregion/examples/59036.html> might also work well, but in my classes the topic would be broader and more general, focusing on the long term ecological, social, and societal changes brought about by European colonization of the Western Hemisphere and the subsequent decimation of indigenous peoples along with forced migration, enslavement, and marginalization of non-(Northern) European peoples.

## Classroom Assessment Techniques

Explore the following resource for Classroom Assessment Techniques:

- [101 Strategies to Demonstrate the Essential Competencies](#) – a college of classroom assessment techniques aligned to the essential competencies of a Valencia educator prepared by Valencia faculty Donna Colwell and Kevin Colwell
- [50 CATs by Angelo and Cross](#)

- [Classroom Assessment Techniques](#) by Northwest Evaluation Association

8. Of the CATs you've explored, pick 3 and share why you selected those:  
([examples](#))

*Put your response here*

I was already thinking of using something like #28 from the 50 C.A.T.s. "Classroom Opinion Polls: Students indicate degree of agreement or disagreement with a statement or prompt." Using this with questions regarding student attitudes towards the value of reading and writing on day one might enable some interesting and valuable discussion regarding the relevance of these skills to sustainability and many other topics of interest.

Number 32 from the 50 C.A.T.s "Course-related Self-Confidence Surveys: Students complete an anonymous survey indicating their level of confidence in mastering the course material" might help to encourage self-reflection and the progress students are making in mastering the skills necessary to succeed in class and beyond.

I also like 39. "Process Analysis: Students outline the process they take in completing a specified assignment". Students most likely exhibit a variety of "complexity" and "seriousness" in their approach to completing assignments. Self-reflection might help students to realize there is room for improvement in their process (in all cases) or that they may lack any effective process at all (in the most extreme cases).

## 3 Pillars Activity Idea

Review the 3 Pillars Worksheet.

9. Describe an activity that incorporates the 3 pillars:  
([examples](#))

*Put your response here*

Without putting it in so many words, I have been using "The three pillars" of environmental, social, and economic concerns in ENC1101.

There are a few places in the course where I present what I call "A Brief History of the World" in order to present a metaphor for understanding English sentence structure or to contextualize the literature being discussed. What I once considered "asides" used to explain or enrich the course (I present similar ideas based on math, chemistry, and biology) can be used more centrally in the course as a way of introducing and considering ideas of sustainability. I presently use a metaphor which I call "Hunting the Mastodon" as a way of developing language from its hypothetical origins during the last Ice Age. I have never mentioned it, but this was also the last time (for tens of thousands of years) that the entire planet would be accessible to humanity. Later in the course, a brief summary of the development of Europe and its conquest of the Western Hemisphere and the forced migrations from Africa to the West (with the environmental, social, and economic impact is used to help students understand and Contextualize Jefferson's "Declaration of Independence", Lutz's "The World of Doublespeak", and Martin Luther King's "I Have a Dream". The ideas presented in class and the writing assignments derived from them can easily be adjusted to include writing options which include the ideas and terminology of sustainability.

Assignments could include topics like:

1. Explain why Jefferson's early draft of "The Declaration of Independence" included a section excoriating the slave trade and blaming it on the King of England, but the final version did not. Consider the economic and social sustainability of the practice and why Jefferson would question it.
2. For his final (and strongest) evidence of the King's abuses, Jefferson claims George III "has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages whose known rule of warfare, is an undistinguished destruction

of all ages, sexes and conditions.” Explain why Jefferson chose to use such demeaning and dehumanizing language when referring to the people who lived here before the European conquest and how this attitude continues to this day. Does or can such an attitude lead to a sustainable society?

## Week 2 Reflection

10. Now that you have completed this week’s portion of the template, reflect on the following:

- a. I’m excited about...Linking ideas of sustainability more closely to the courses I have been teaching.
- b. I have questions about...how to make it all fit in the limited time available.

## Week 3: Putting it All Together

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The goal for this week is to create an activity that incorporates the SDG, CAT, and connection to the 3 Pillars of sustainability.

### SDG Selection

11. Choose the SDG that aligns best with your Needs Assessment/Student Learning outcome and explain why:  
[\(examples\)](#)

*I think SDG 16 (Peace and Justice) and SDG 4 (Quality education) align most closely with my needs assessment and Learning Outcome because these two goals are most closely related the skills and attitudes one develops as a thoughtful reader and writer. The topics and essay assignments mentioned above are a good starting point.*

### CAT Selection

12. Choose the CAT that aligns best with your Needs Assessment/Student Learning out come and explain why:  
[\(examples\)](#)

*Put your response here*

I like CAT 28 as it seems likely to encourage thoughtful discussion and may also work progressively throughout the semester to help students to develop and evolve ideas and to understand that such development and growth is a necessary part of forming, communicating, and defending meaningful opinions which may contribute to a sustainable society.

## 3 Pillars Activity

13. Describe how you will incorporate the 3 Pillars into your activity:  
([examples](#))

The survey questions will be written in such a way as to incorporate the three pillars, and they will be repeated (developed?) through the course of the semester to encourage more and more sophisticated thought regarding the topic of sustainability.

## Activity Draft

14. Create a draft of the activity using the SDG, CAT, and 3 Pillars:  
([examples](#))

Students will write a persuasive essay based on the literature discussed in class and the ongoing survey questions related to the ideas of sustainability: the “Three Pillars”.

Successful essays will consider how the literature relate to ideas of Environmental, Economic, and Social Justice.

Successful essays will exhibit organization based on the ideas of Baker’s “Keyhole Model”.

They will follow the MLA standards discussed in class.

They will show an understanding of sentence structure, grammar, and punctuation.

They will be graded using the attached rubric.

Category	possible	Earned
Pagination and Heading	5	
Title	10	
Introduction	10	
Thesis Statement	20	
Argument/body	35	
Conclusion	10	
Works Cited List/ In Text Citations	10	
	100	0
Deductions		
Fragments	-1	
Run ons	-1	
Comma splices	-1	
Other comma errors	-1	
Capitalization	-1	

Apostrophe mistakes	-1	
Plural forms	-1	
S/V Agreement, verb tense, or verb form	-1	
Split Infinitives	-1	
P/A Agreement	-1	
Misplaced modifier	-1	
First person narrative	-1	
Spelling	-1	
pp 299-304 errors	-1	
Parallelism	-1	
Homonyms Word Choice	-1	
"Text English" or Informal English	-1	
Late penalty (10 points per day)	-10	
Total	0	0

15. Explain how the activity aligns with your Needs Assessment/Student Learning Outcome  
([examples](#))

*This activity will give students the opportunity to consider ideas of sustainability and the value and relevance of reading and writing skills for citizens of a sustainable society.*

## Week 3 Reflection

16. Now that you have completed this week's portion of the template, reflect on the following:

- a. I'm excited about...bringing ideas of sustainability and the value of education and literacy into clearer focus in my courses.
- b. I have questions about...organizing time and getting everything that needs to be presented presented.

## Week 4: Lesson Plan Draft

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This week you will finalize your activity and create directions for students.

17. Prepare a set of instructions on how to facilitate this activity.

*(examples)*

*Answer the following questions:*

What prior knowledge will students need to be successful with this activity?

Students will need to have been attentive in class and to have read carefully so as to be ready for this essay assignment. During the weeks before this major essay assignment, they will have numerous opportunities to practice and hone writing skills including sentence structure and grammar, thesis statement construction and essay organization, and MLA formatting. They will also have had ample opportunity to consider the concepts and ideas of the three pillars of sustainability which may be applied to this essay assignment.

What needs to be setup prior to delivering the lesson?

Students will be prepared over the course of the first few weeks of the semester through shorter writing assignments and quizzes along with class discussions which are designed to help make the literature accessible and to encourage thinking about sustainability.

What resources and materials will you need?

We will consider Jefferson's "Declaration of Independence", both the final published version and an earlier draft in which he discussed the slave trade to which he referred as "An Assemblage of Horrors" and which we might rightly see as one of the most horrible and long-lasting examples of social injustice the world has ever seen. We will also look (briefly) at the history of European conquest and colonization of the western hemisphere to present ideas of environmental and economic destruction and how they might be replaced with more sustainable practices in the modern era.

How do you plan to introduce the topic?

We will use a close reading of the literature along with a brief survey of the history presented by the instructor.

How will you keep students engaged?

Class discussions and instructor-led immersion in the literature.

Step-by-step run of the activity

*Now that you have addressed the questions above, include directions in the draft of your activity*

The assignment will be to write an MLA formatted essay which considers ideas presented by Jefferson in his "Declaration of Independence". This essay will showcase the students' understanding of and opinions regarding the ideas presented by Jefferson: how they evolved from early revisions to the final draft, how they reflect a transitional step from a (monarchic world based on the medieval hierarchical system known as "The Great Chain of Being" to a more just system known as democracy, how they may be seen as a window into (perhaps) the greatest ecological disaster in history and the greatest

single die off of human beings in recorded history, or how they touch on ideas of social injustice and exemplify and foreshadow our society's continuing struggle with such issues.

Clearly, there is quite a bit of room for discussion and thought-provoking writing.

## Week 4 Reflection

18. Now that you have completed this week's portion of the template, reflect on the following:

- a. I'm excited about infusing sustainability in an ever increasing and explicit way.
- b. I have questions about the adjustments which will need to be made on an ongoing basis: adjustments to classes which will have a "ripple" (dare I say "Butterfly") effect on classes weeks and months later in the semester.