

Putnam History Museum

11th Grade United States History: The United States Environmental Movement

Prepared by Nicholas Capicotto, utilizes materials from the New-York Historical Society exhibit *Hudson Rising*

Sessions	First Session	Second Session
NYS Practices & Standards	<p>D Geographic Reasoning: Identify, analyze, and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities, and how human activities are also influenced by Earth's physical features and processes.</p> <p>F Civic Participation: Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints and provide evidence for a counter-argument.</p> <p>US 11.10b Individuals, diverse groups, and organizations have sought to bring about change in American society through a variety of methods.</p>	<p>D Geographic Reasoning: Identify, analyze, and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities, and how human activities are also influenced by Earth's physical features and processes.</p> <p>F Civic Participation: Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints and provide evidence for a counter-argument.</p> <p>US 11.10b Individuals, diverse groups, and organizations have sought to bring about change in American society through a variety of methods.</p>

<p>Performance Objectives</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> • <i>Identify how human actions negatively effected the environment</i> • <i>Identify how grassroots organizations gain support for reform.</i> 	<p>SWBAT –</p> <ul style="list-style-type: none"> • <i>List key events in the 1960s environmental movement at the local and national level.</i> • <i>Apply knowledge learned about the 1960s environmental movement in a classroom debate</i>
<p>Learning Activities</p>	<p>Do Now: (Activate prior knowledge) Working independently or in pairs, instruct students to list human actions that help the environment and human actions that harm the environment. Then discuss the answers as a class. (10 minutes)</p> <p>Presentation: The United States Environmental Movement (25 – 30 minutes)</p> <p>Vocabulary words introduced at the beginning of the presentation. Brainstorm examples of each as a class (ex. Infrastructure – Highways)</p> <p><i>Pollution</i> – Something introduced to the environment that has a harmful effect</p> <p><i>Infrastructure</i> – basic facilities that help a community run.</p>	<p>Do Now: Provide 5 minutes for final preparation by debate groups.</p> <p>Debate (About 30 minutes)</p> <p>Opening Arguments 5 minutes each</p> <ul style="list-style-type: none"> • Con Edison in support of Storm King Plant • Scenic Hudson/Fishermen’s Association in opposition <p>Judges allowed to ask questions of both groups 5 minutes</p> <p>Rebuttals 3 minutes each (Address opposing group and any questions raised by Judges)</p> <ul style="list-style-type: none"> • Con Edison in support of Storm King Plant • Scenic Hudson/Fishermen’s Association in opposition <p>5 minute Recess to prepare closing arguments</p> <p>Closing arguments 3 minutes each</p> <ul style="list-style-type: none"> • Con Edison in support of Storm King Plant • Scenic Hudson/Fishermen’s Association in opposition

	<p><i>Pesticides</i>: Chemical substances that kill insects or other organisms, often to protect crops</p> <p><i>Grassroots</i> - Refers to ordinary people, as opposed to business or political leaders.</p> <p>Debate Preparation: (5-10 minutes)</p> <p>Divide class into the following groups:</p> <ul style="list-style-type: none"> - Con Edison - Scenic Hudson + Hudson River Fishermen's Association - Judges <p>Provide resource packets to each group. Explain debate format:</p> <p>Opening Arguments 5 minutes each</p> <ul style="list-style-type: none"> • Con Edison in support of Storm King Plant • Scenic Hudson/Fishermen's Association in opposition <p>Judges ask both groups questions 5 minutes</p> <p>Rebuttals 3 minutes each (Address opposing group and any questions raised by Judges)</p> <ul style="list-style-type: none"> • Con Edison in support of Storm King Plant • Scenic Hudson/Fishermen's Association in opposition 	<p>Presentation: The Storm King Settlement and National Environmental Legislation (15 minutes)</p> <p>Exit Ticket:</p> <p>What rights do people have to use the natural environment to meet human needs? What is the proper limit of those rights?</p>
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	<p>5 minute Recess to prepare closing arguments</p> <p>Closing arguments 3 minutes each</p> <ul style="list-style-type: none">• Con Edison in support of Storm King Plant• Scenic Hudson/Fishermen's Association in opposition <p>Each Judge votes in favor of Con Edison or Scenic Hudson/Fishermen's Association to determine winner</p> <p>Closing Activity: Vocabulary Pictionary 10 minutes</p> <p>With students divided into debate groups, provide each one with a vocabulary word from the lesson, instruct them not to share their word with other groups. Have one representative of each group draw a picture that represents the vocabulary word and/or its definition and present it to the rest of the class for them to guess.</p>	
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Materials Needed	PowerPoint Presentation, Debate resource packet.	PowerPoint Presentation, Debate resource packet.
Evaluation	Performance on Vocabulary Pictionary	Performance on Exit Ticket
Homework	Prepare for the Debate	