

## **Unit: Environmentalism in the Seventies**

**Overview:** This unit is designed for college preparatory students in a high school United States History: Progressive Era to the Present class. Students will have completed the unit on the Vietnam War, which includes Nixon's election and his foreign policies. In this unit, students will shift their focus to domestic issues with an in-depth study of the Environmental Protection Agency (EPA).

**Time:** Seven, 58 minute classes.

### **Standards:**

#### **Massachusetts History and Social Science Frameworks (2003) Addressed:**

USII.28 Analyze the important domestic policies and events that took place during the presidencies of Presidents Kennedy, Johnson, and Nixon. (H)

F. the creation of the Environmental Protection Agency (EPA) in 1970

#### **National Economics Content Standards Addressed:**

Standard 1: Productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result, they must choose some things and give up others.

Standard 2: Effective decision making requires comparing the additional costs of alternatives with the additional benefits. Most choices involve doing a little more or a little less of something' few choices are all-or-nothing decisions.

#### **Common Core ELA/History and Social Studies Standards**

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

### **Materials:**

- "1970: Walter Cronkite reports on first Earth Day - CBS News Video." *Breaking News Headlines: Business, Entertainment & World News - CBS News*. CBS News, 22 Apr. 2011. Web. 9 Sept. 2011.  
<<http://www.cbsnews.com/video/watch/?id=7363563n>>.

- Carson, Rachel. "Silent Spring Excerpt." *America's History in the Making*, 2003. Web. 15 Aug. 2011.  
<[http://www.selltime.info/courses/amerhistory/resource\\_archive/resource.php?unitChoice=19&ThemeNum=1&resourceType=2&resourceID=10099](http://www.selltime.info/courses/amerhistory/resource_archive/resource.php?unitChoice=19&ThemeNum=1&resourceType=2&resourceID=10099)>
- "The Cuyahoga River Fire: "Don't Fall in the River" - YouTube." =*YouTube - Broadcast Yourself*. . Center for Public History: Digital Humanities, 6 Aug. 2010. Web. 9 Sept. 2011. <<http://www.youtube.com/watch?v=nlHiaZFvcXA>>.
- Lapansky-Werner, Emma et al. *United States History*. Boston: Prentice Hall, 2008. Print.
- "Persuasive Essay: Environmental Issues - ReadWriteThink." *Homepage - ReadWriteThink*. International Reading Association, n.d. Web. 13 Sept. 2011. <<http://www.readwritethink.org/classroom-resources/lesson-plans/persuasive-essay-environmental-issues-268.html>>.
- Staba, ANTHONY DePALMA; David, in Niagara Falls, and contributed reporting for this article. "Love Canal Declared Clean, Ending Toxic Horror - New York Times." *The New York Times - Breaking News, World News & Multimedia*. New York Times, 18 Mar. 2004. Web. 9 Sept. 2011. <<http://www.nytimes.com/2004/03/18/nyregion/love-canal-declared-clean-ending-toxic-horror.html>>.
- "Teacher Resources." Foundation for Teaching Economics. Web. 28 Aug. 2011.
- "Three Mile Island." *Three Mile Island*. Dickenson College, n.d. Web. 9 Sept. 2011. <<http://www.threemileisland.org/>>
- Tress, Arthur. "Gallery: Why Nixon Created the EPA - Alexis Madrigal - Technology - The Atlantic." *The Atlantic — News and analysis on politics, business, culture, technology, national, international, and life* □ " *TheAtlantic.com*. N.p., 2 Dec. 2010. Web. 9 Sept. 2011. <<http://www.theatlantic.com/technology/archive/2010/12/gallery-why-nixon-created-the-epa/67351/>>.
- Zieper, Matthew. *The Trust for Public Land*. 2011. Web. 3 Sept. 2011

**Essential Question: What are the costs and benefits of environmental protection?**

**Guiding Questions:**

- Who was Rachel Carson and how did she influence the environmental movement?
- How was the new environmental movement different from the conservation movement?
- What did environmental movement accomplish during the 70s?
- Why did Nixon form the EPA?
- What setbacks did the environmental movement experience?
- How effective was the environmental movement in creating sustainable change?
- Why did some people oppose the environmental movement?
- Who benefits from environmental protection?
- What are the costs of environmental protection?
- What is the cost benefit analysis of environmental protection?

- When are marginal benefits the greatest? When are they the smallest?
- Why does marginal analysis provide a better way to decide community issues than looking at the total costs and benefits?
- Do people in a community share the costs and benefits of an environmental project equally?
- What the current goals, accomplishments, and setbacks surrounding environmental issues today?

### **Procedure:**

Prior to First Day of Lesson:

1. Assign students Handout 1 (excerpt from Rachel Carson's *Silent Spring*) for homework. Ask students to read and summarize the excerpt, explain who wrote it, why she wrote it, and how people may have responded after reading her book.

Day 1 – The Environmental Movement

1. Activator: Ask student to compare homework answers in small groups while teacher circulates to assess homework. Small groups should work together to answer the question: How was the new environmental movement different from the conservation movement?
2. Teacher will begin lecture with Smart Notebook visuals, media clips, and notes to explain the major accomplishments and setbacks of the environmental movement of the Seventies.
3. Summarizer: Exit slip. Hand out note card and instruct students to follow the directions on the last Smart Notebook page.
4. Homework: Use the information you learned in class today and page 1039 in your text to answer the following question: Why did some people oppose the environmental movement? Include at least three reasons in your answer.

Day 2 - 4 – Economics and the Environment

1. Activator: Instruct students to discuss the accomplishments and setbacks in the environmentalist movement using the information from yesterday's lecture and last night's homework.
2. Follow *Foundation for Teaching Economics Lesson 6: Would You Swim There?* (Lesson Plan and Handouts and Assessment Activity attached)
3. Homework: Inform students that they will have a guest speaker the next day, Matt Zieper. Mr. Zieper works for The Trust for Public Land. For homework, students should visit the company's website (<http://www.tpl.org/>) and compose 5 questions they would like to ask Mr. Zieper about Environmental Protection. Students should construct questions that inquire, evaluate, and challenge Mr. Zeiper's evidence.

Day 5 – Guest Speaker, Matt Zieper

1. Introduce guest speaker, Matt Zieper who will give a twenty minute explanation, with PowerPoint slides, regarding what the Trust for Public Land seeks to accomplish. He will give details about projects he has worked on in the past and is currently working on.

2. Allow students to ask Mr. Zieper questions. Each student must ask one question for a homework grade.
3. Summarizer: Instruct students to write “thank you postcards” to Matt for coming in to share with the class. Instruct students to include what they learned from Mr. Zieper in their postcards.

#### Day 6 & 7 – Assessment Activities

1. Ask students to share what they learned thus far in the unit.
2. Collect Postcards for editing and mailing.
3. *Foundation for Teaching Economics* **The Activity That Fails** (lesson attached)
4. Homework: Environmental Issue Persuasive Essay (Worksheet attached)
  - a. Hand out and explain how to use a Persuasion Map
  - b. Explain the rubric for the essay
  - c. Ask students to choose an environmental issue (air, water, soil, power, global warming) and bring in articles about current progress and setbacks in the field.
5. Assist students in the organization and writing of the persuasive essay.

#### **Assessment:**

- Whole class discussions
- Small group discussions
- Construction and articulation of questions for guest speaker
- Written summaries (homework)
- Exit slips
- Postcards/Thank you notes
- Environmental Issue Persuasive Essay