| **Exploring Points of View: Environmental Bill of Rights** |
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| **Unit Overview** | **Instructional Guidance** |
| Representative Joe Neal was a native of Richland County. He served as pastor of Calvary Baptist Church in Chester, S.C. for thirty years before representing the 70th District in the South Carolina House of Representatives for twenty-five years. Representative Neal was committed to improving the lives of every South Carolinian and a fierce advocate for clean water and environmental rights. Every year of his tenure he submitted the Environmental Bill of Rights as an amendment to the South Carolina State Constitution with the goal of codifying the right of South Carolinians to a clean and healthy environment. This unit explores the environmental issues that South Carolina faces due to expanded industry, particularly in rural areas, and asks students to consider the idea of an Environmental Bill of Rights as a solution.  |  |
| **Skill Emphasis at a Glance** | **Instructional Guidance** |
| * Students will analyze informational sources to contextualize causes and effects. They will evaluate and expand on the causes and effects in order to explain their personal beliefs.
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| **Standards at a Glance** | **Instructional Guidance** |
| * SCCCR 5.5 CX – Contextualize the changes in rural communities in South Carolina within national and global industries.
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| **Resources and Materials** | **Instructional Guidance** |
| Required:* [South Carolina Department of Commerce website](https://www.sccommerce.com/industries)
* [2019-2020 Environmental Bill of Rights](https://www.scstatehouse.gov/sess122_2017-2018/bills/3416.htm)

Optional:* Google Slides
* [Environment News | The State](https://www.thestate.com/news/local/environment/)
* [Your Environment and Health | DHEC](http://www.handsonhealth-sc.org/page.php?id=553)
* [Lawsuits Filed in South Carolina Over Drinking Water](https://www.cnn.com/2018/11/20/health/denmark-sc-water-lawsuits/index.html) – CNN, November 20, 2018
* [Industrial poison oozed through small town for years](https://www.thestate.com/news/local/environment/article219102250.html) – The State, September 28, 2018
* [Polluters in South Carolina are about to get a huge boost from the State House](https://thinkprogress.org/polluters-in-south-carolina-are-about-to-get-a-huge-boost-from-the-state-house-88c5f1eed9fe/) – ThinkProgress, May 6, 2016
* [SC African American History Calendar 2020](https://scafricanamerican.com/wp-content/uploads/2019/10/scde_10722_01_2020_African_American_History_Calendar_For_web_09.pdf)
 | * Teacher should use discretion in sharing articles with students and use the opportunity to discuss source bias, argument, and opinion writing while students are reading articles.
* Articles from news sources could possibly be above the reading level of the class. Teachers could summarize the information for them, or use the opportunity to introduce new vocabulary and inferencing skills to emerging readers.
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| **“I Can…” Statements** | **Instructional Guidance** |
| * I can evaluate a variety of informational sources in order to summarize and explain my beliefs.
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| **Lesson Sequence** | **Instructional Guidance** |
| * Students should be introduced to the topic of industry in South Carolina. One method teachers could use to do this is allowing students to conduct an internet search on industries in South Carolina. Teachers should guide students to narrow their searches with key words and phrases and allow students to explore on their own or in small groups. Teachers should direct students to the South Carolina Department of Commerce website, specifically the Industries tab. A cause and effect chart could be useful for students to complete individually or in small groups. Teachers should ask students to use prior knowledge about the industrial growth in the United States during the mid- to late 20th century as well as their current research to summarize the various reasons why industrial growth happened in South Carolina. Students should be given time to collaborate and brainstorm with their peers, guided by the teacher, as to some of the effects of this industrial growth on our state. Looking at a map of the various industries in South Carolina would be beneficial and promote inquiry.
* Teachers should be prepared to guide students to think not only about the human aspect of industry growth but also the environmental aspect. Students should be given time to research environmental impacts of industrial growth not only in history but also current events. Teachers should be prepared to give examples and guide the research, possibly with a list of articles or websites to visit. The cause and effect chart will act as the students notes on this topic. The teacher will tell the students that they are going to focus on the impact of industry on environment using an activity called Compass Points. Teachers should frame the lesson so the students understand that industry growth has had positive and negative outcomes in our state and evaluating solutions is an important part of being a productive citizen.
* Students should be given access to Representative Joe Neal’s proposed amendment, the Environmental Bill of Rights, either electronically or hard copy. Students should be given time to read, highlight, and ask questions about the document either as a whole class or in small groups. Students should be encouraged to write down their initial thoughts about the amendment in their notes.
* The issue should be framed as “conservation of the environment.” Allow time for students to ask clarifying questions surrounding the issue. Four large sheets of paper should be placed around the room with the following labels: Excitements, Worries, Needs, Stances/Steps/Suggestions. Distribute sticky notes to students and allow them to visit each piece of paper and contribute their thoughts. Teachers should monitor the conversations, asking leading questions and modeling possible contributions.
	+ Excitements: This is where students write what excites them about the issue of conservation. If they are having difficulty, teachers might ask what other people would be excited about.
	+ Worries: Students will write what potential worries of conservation are. Encourage students to think about the cause and effect chart they worked on previously. Teachers might ask “What will happen if we don’t have factories for people to work in?”
	+ Needs: To continue promoting inquiry, teachers will have students write down what else they need to know about the topic before they can truly take a stance on the issue of conservation. Ask students to consider where they can gather this information.
	+ Stances/Steps/Suggestions: Teachers should choose whether students will take a stance on the issue, offer steps of action (i.e. “we should have an environmental bill of rights!”) or offer suggestions on the issue of conservation. This compass point should be chosen after the teacher assess where the students thinking has taken them during the previous lessons. It could possibly be a combination of all three.
* Students will be given time to walk the room and read their peers responses. Students will be given an opportunity to write about their learning through a personal essay using the sentence stems: “I used to think \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Now I think \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” Students should be referred to their cause and effect chart and note/journal and asked to think about what their initial feelings were when they researched environmental impacts of industry in South Carolina. Teachers should then ask to students to consider the Compass Points activity and write about how their thinking might have changed. Students should be comfortable expressing that their thinking might not have changed, they could use the second sentence stem to reaffirm their original belief. Students will be given an opportunity to share their individual reflections if they are comfortable doing so.
 | * It is important that students understand each specific cause does not necessarily need a directly corresponding effect. The chart should be a way for them to gather thoughts, not complete a puzzle. Teachers could also use an electronic format such as Google Slides to encourage students to collaborate and offer opportunities for hyperlinking to promote research and inquiry.
* Teachers should be prepared to guide students directly through this process and gradually release them to do their own thinking. For example, the teacher could prompt: “South Carolina has lots of open land that factories can be built on. What else do you see on the map/on the website that would make a company want to come here?”
* Whole group discussion could be beneficial here but teachers should be prepared to use specific strategies to encourage students to write about their research. An “If/Then” sentence stem could be used (for example “If a business needs thousands of employees, then people will..R.”)
* Some questions teachers could use to guide this thinking are “What is on the land before a factory is built?”, “What happens to the trees that are cut down to build a building?”, or even specific questions based on the students location – “Why can’t you swim in the Reedy River?”
* “Compass Points works well when the topic, idea, or proposition is one for which there are dilemmas or dissenting points of view or when some people are so attached to their perspectives it is difficult for them to consider the idea more broadly without some sort of structure to assist them in doing this” (Ritchhart, Church, and Morrison, p 94).
* This activity provides multiple opportunities for teachers to observe student thinking and formatively assess their grasp of the content and of the skills necessary to obtain the learning target. “Noticing how learners manage the “Need to Know” step enables teachers to see who their students are able to analyze the information they have and identify what else is needed to further their own and the group’s understanding of the topic” (Ritchhart, Church, and Morrison, p 96).
* Teachers should adjust the procedures of the activity (i.e. whole group participation v. individual participation) to best serve classroom and student needs.
* The length of the essay should not be emphasized as much as allowing the students to express what they learned throughout this unit. Some students might be more concise than others. Modeling this activity for students and providing examples would promote student writing.
* An example of reaffirming their belief could be something like “I used to think that the environment should be taken care of. Now I think it is very important that the Environmental Bill of Rights be signed.” This is a simplistic example, and teachers can encourage students to expand on these sentence stems in accordance with their pacing and class needs.
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References:

South Carolina Social Studies College and Career Ready Standards 2020

Ron Ritchhart, Mark Church, and Karin Morrison. Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners. Jossey-Bass, 2011.