



WHEN THE BORDER VANISHES



Silent Spring and the "Marginal World"

Standard:

- I. Culture
- II. Time, Continuity, and Change
- III. People, Places, and Environment
- IV. Individual Development and Identity
- V. Individuals, Groups, and Institutions
- VI. Power, Authority, and Governance
- VII. Production, Consumption, and Distribution
- VIII. Science, Technology, and Society
- IX. Global Connections
- X. Civic Ideals and Practices

Grade Level: 7–12

Objectives:

The student will:

- Use background knowledge of the global society
- Explore critically excerpts of the writings of Rachel Carson
- Discuss elements of *Silent Spring* and "Marginal World"
- Connect writings to themselves and their community
- Work cooperatively
- Use critical thinking skills
- Use the writing process to complete a reflection of the lesson
- Understand the connection between the environment and human beings

Time: 2–3 class periods

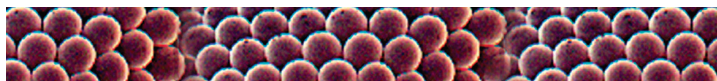
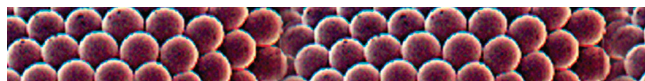
Materials:

Newsprint
Markers (use several different colors)
Lesson Readings from the short story "Marginal World" and the book
Silent Spring cut into strips
Internet access
Copies of the "Organizing for Effort" Graphic Organizer

Procedures:

This lesson is designed for cooperative learning; however, a graphic organizer
is supplied for student use as an independent task.

1. Introduce Rachel Carson to students.
2. Cut up the strips of excerpts. (This should be done as prep by the teacher prior to the class.)
3. Divide the class into groups.
4. Give each group a markers and a large piece of newsprint.
5. Assign each group a numbered excerpt strip.
6. Each group attaches the strip to their newsprint.
7. Students read the assigned strip and write their thoughts and questions right on the newsprint.
8. When all students in the group are finished, the newsprint should be put on the wall.
9. Once all groups are finished, students should then leave their desks or areas and go to the newsprint number that would *follow* the one they just worked on: Group "1" will go to newsprint "2" etc.



10. Students will then read the next excerpt, and write their comments directly on the newsprint. If students see the comments or questions that they agree with, then a check mark should be put next to the comment or questions signifying that they have the same question or comment. New comments or questions may be added before the group moves on to the next numbered newsprint.
11. All groups will visit each newsprint paper until each group has visited all.
12. Groups will then take their newsprint back to their desks or assigned area.
13. Teacher will give question and comment sheets to groups.
14. Students should examine their newsprint by reading the comments and questions.
15. Students should then order the questions and comments by number of agreement check marks. For example, the questions that had the most check marks would be the first to be written down on the *Organizing for Effort* graphic organizer.
16. Using the internet, students now research the questions that have been given to them by students of the other groups. The questions can be divided amongst the students in the group for time consideration.
17. Students will now investigate their questions, jotting down the answers.
18. Students will report back to the class and answer questions that have been posed.
19. Finally, students will write reflections on the excerpts. The writing should reflect their thoughts on this particular lesson.

Extension Activities:

1. Using the internet, research "Erin Brokovich," Pacific Gas & Electric Company, toxic waste dumping. In a PowerPoint presentation to your class, explain the importance of government regulations on the environment based on this case and excerpt #2.
2. Write a "Letter to the Editor" of your local or school newspaper explaining the importance of keeping the environment of your community clean.
3. Organize or volunteer for a clean up of a stream, river, or any body of water close to you.
4. Organize a panel discussion on the Environment with speakers from state agencies such as the Department of Environmental Management, Hazardous Waste Commissions, or the Fish and Game Commission.
Invite other classes. ■