



ENVIRONMENTAL LITERACY

with the primary changes that would need to be made by individuals, local communities, and countries in order to achieve this.

NAAEE: Excellence in Environmental Education: Guidelines for Learning

- 1 Questioning, Analysis and Interpretation Skills
- 4 Personal and Civic Responsibility

Student Products and Performance Tasks

Individual:

Research/Guiding Questions
Cause and Effect activities studying the past and comparing it to the present.
Extended thinking exercises: Improving upon the past to secure a more positive and sustainable future

Content and Skills to be Assessed:

ELA
Social Studies
Reading comprehension
Differentiating between fact and opinion
Making text to self connections
Making self to world connections

Team:

Community map
Field trips to the Museum of Natural History and the National Museum of the American Indian
Scavenger Hunts
Publishing Parties

Content and Skills to be Assessed:

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Social Studies
Reading comprehension
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Making text to self connections
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Learning Events

These are the major learning activities (lessons) that students will engage in throughout this project:

Engage

1. Community Mapping
2. Field trips to the Museum of Natural History and the National Museum of the American Indian

Inform

3. Research/Guiding Questions
4. Scavenger Hunts
5. Cause and Effect activities studying the past and comparing it to the present

Apply

6. Create an enlarged mobile timeline of downtown Manhattan from indigenous forests to metropolis: *By using photographs, illustrations, wildlife and plant field guides, students will express the change over time and then determine whether or not these changes have made a positive or negative impact and how we as humans can learn from the choices made by past generations.*
7. Comparative Analysis & Projection: *Students use what they learned studying indigenous lives before and after colonialism and use current events (i.e. immigration, refugee crisis) to project how their lives will be impacted by the ever-changing world, both now and when they are adults. Students will analyze the choices our elders made and determine if humans continue to repeat the same patterns of conquering other ethnicities, religions and species.*
8. Redesign practices and societal structures: Improving upon the past to secure a more positive and sustainable future
9. Publishing Parties

Public Audiences:

Employees and experts at the Museum of Natural History and the National Museum of the American Indian.

Resources:

On-site people, Facilities:

Library

Equipment:

MacBook

		Smartboard	SMART Table
		Materials/Supplies:	
		Manhatta Book	IPads
		Field Guides	Pencils
		Markers	Cameras
		Laptops	WWF
		Conservation Society	Historical documents
		Environmental Conservancy	
		NYC DOE Social Studies Historical Archive boxes	
		Community Resources:	
		Museum of Natural History	
		National Museum of the American Indian	
		Battery Park Conservancy	
Student Reflections			
	Fishbowl Discussion		Small Group Peer Exchange
	Socratic Seminar		Partner Peer Exchange
	Journal/Learning Log		Whole-Class Discussion
			Survey
			Individual Process Assessment
			Other

Adapted from: Buck Institute PBL 101 Workbook, 2014 Edition.