

	<p style="text-align: right;"><b>CEL F Summer Institute '10</b>          Subject: US History Grade: 8<sup>th</sup>          School: Boston Latin School [public] MA Teacher: Cate A          Unit Title: The Columbian Encounter: A Critical Juncture          Through a Contemporary Lens</p>
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**US History Sustainability Journals**

**Sustainability As An Overarching Lens for Examining the Past**

This journal is a place to record your thoughts, observations, questions and responses to prompts about various activities we do in US History class as well as for homework. Part of it's purpose is to provide you with a vehicle for exploring and developing your own thinking in such a way as to better contribute to the transition to a sustainable society by helping you develop the necessary information, skill sets, understandings, and habits of mind that will prepare you to live responsibly and within the means of nature. It's purpose is also to help you become better able to examine the past through a lens of sustainability and learn from it important lessons for the future

**Instructions:**

For each journal prompt you are required to clearly record the prompt, and your response to the prompt. Responses to prompts should be at least 2 paragraphs in length (minimum). You are free (and encouraged) to add additional entries beyond the assigned prompts, as well drawings (as long as they are relevant and appropriate) and notes.

Journals will be graded each term. Do not loose your Journal!!

**What is sustainability?** Here are some definitions to get you started (<http://www.nps.gov/sustain/spop/def.html>)

Some believe that adopting a sustainable approach means increasing recycling, reducing waste, and selecting "green" products. While these are important steps, they fail to address the fundamental problems. Ecosystems do not, and cannot, expand their life-sustaining capacities in response to the expanding desires of cultures or exploding global populations. We must, instead, look within ourselves as we move towards a sustainable life. Hopefully, the following definitions, taken from a variety of sources will help you to determine your own view of sustainability:

"Sustainable design is the set of perceptual and analytic abilities, ecological wisdom, and practical wherewithal essential to making things that fit in a world of microbes, plants, animals, and entropy. In other words, (sustainable design) is the careful meshing of human purposes with the larger patterns and flows of the natural world, and careful study of those patterns and flows to inform human purposes."

*-David Orr, Ecological Literacy*

"A sustainable society is one which satisfies its needs without diminishing the prospects of future generations."

*Lester R. Brown, Founder and President, Worldwatch Institute*

"Sustainability is equity over time.": "As a value, it refers to giving equal weight in your decisions to the future as well as the present. You might think of it as extending the Golden Rule through time, so that you do unto future generations as you would have them do unto you." "

*-Robert Gilman, Director, Context Institute*

"A transition to sustainability involves moving from linear to cyclical processes and technologies. The only processes we can rely on indefinitely are cyclical; all linear processes must eventually come to an end."

*-Dr. Karl Henrik-Robert, MD, founder of The Natural Step, Sweden*

"Actions are sustainable if:

- There is a balance between resources used and resources regenerated.
- Resources are as clean or cleaner at end use as at beginning.
- The viability, integrity, and diversity of natural systems are restored and maintained.
- They lead to enhanced local and regional self-reliance.
- They help create and maintain community and a culture of place.
- Each generation preserves the legacies of future generations."

-David McCloskey, Professor of Sociology, Seattle University

1. **Prompt 1 Question:** What observations do you have about the list generated in class regarding what is **needed for a fulfilling life**? After thinking about it further, are there things you would remove from the list? Add to the list? Should everyone be able to have what they need for a fulfilling life? What sorts of things should be done so that future generations can be sure to get these needs met?
2. **Prompt 2 Question:** Should Studying US History help students become better equipped at considering how to be mindful of **the commons** and seeking ways in which we can increase our sustainability? Why? How?
3. **Prompt 3 Question:** What surprises (if any) did you encounter with the list we generated about **how we get what we need**? What thoughts did generating the list inspire? What questions does it raise about fairness and equity?
4. **Prompt 4 Question:** What questions did the **developed/undeveloped list** raise for you? Are there ways in which the list intersects with the list of how we get what we need? Describe! Is development always good? Why or why not?
5. **Prompt 5 Question:** How did your reading of Sale and Royal impact/contribute to the 4 lists that we generated in class regarding what is needed for a fulfilling life; what supports our well-being; how we get what we need, and what constitutes developed or not developed? After reading their lists, did you add or remove things from our lists? If so, what? What thoughts do you have about the relative sustainability of the Taino vs the Europeans (bearing in mind that the Taino no longer exist, and Europeans, of course do.)