

Building Cultural Bridges

Essential Questions

- ❓ How do cultural differences contribute to conflicts over environmental issues?
- ❓ What is the value of self-reflection in preparing for one's future?

Unit Overview

In previous units, you have learned that literature can bring together people from different cultures. Yet one viewing of the nightly news proves that cultural harmony is far from a reality. Cultural clashes continue to afflict the world, and conflicts over environmental resources are increasingly a source of such conflicts. In this unit, you will examine one issue in depth: global warming, or climate change, and its causes and its effects. You will study this issue with two purposes in mind: one, to understand the issue and the conflicts to which it contributes; and two, as a basis for a research project that you will present to your classmates. The project is a culmination of everything that you have learned, so your final assessment in this level will be a self-evaluation of your current academic abilities—and a plan for how to continue to improve them in the years to come.

Unit 5

Building Cultural Bridges CONTENTS

Goals

- ▶ To examine how nonfiction texts (both print and non-print) construct our perceptions of what is true
- ▶ To analyze how writers and speakers use evidence to impact the persuasiveness of a claim
- ▶ To examine how perceptions of a writer or speaker's ethics affect the credibility of a text or its author
- ▶ To explore a complex issue or problem from multiple perspectives and to work with peers to present a solution
- ▶ To reflect on academic strengths and identify areas for further development

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Learning Focus:

Solving the World’s Problems

From day one of this class, you have been examining what culture is and how it reflects and affects the ways we operate as a society and as individuals. But what happens when cultures come into conflict? What happens when the goals and values of various groups clash? And what happens when this clash involves real-world issues, like climate change or protecting endangered species in areas targeted for development?

Knowing how to explore an issue and to analyze the arguments presented by the various sides is an important skill. To analyze divergent arguments and opinions, you will read **nonfiction texts**—whether in print or nonprint formats—to identify how groups reveal the values and concerns that frame their perspectives on issues. You will also read these texts with an eye for the level of **subjectivity** they reveal, while also analyzing how authors and directors use **ethical appeals** to increase the credibility of their claims.

Evaluating sources is necessary if you wish to use them as supporting evidence. You will need supporting evidence as you become an advocate for a particular position within a dispute and then work to persuade your classmates to support your solution. With this goal in mind, you will revisit your work with the **components of argumentation** but move beyond them to develop a persuasive presentation that mediates rather than debates.

Independent Reading: In this unit, you will read both print and nonprint texts that deal with environmental issues as a source of cultural conflict. For independent reading, look for a nonfiction book, collection of articles and editorials, or a documentary film on an environmental or other major issue of interest to you.

Previewing the Unit

SUGGESTED LEARNING STRATEGIES: Close Reading, Marking the Text, Summarizing/Paraphrasing, Graphic Organizer, Think-Pair-Share

Essential Questions

How do cultural differences contribute to conflicts over environmental issues?

What is the value of self-reflection in preparing for one's future?

Unit Overview and Learning Focus

Predict what you think this unit is about. Use the words or phrases that stood out to you when you read the Unit Overview and the Learning Focus.

Embedded Assessment 1

What knowledge must you have (what do you need to know)? What skills must you have (what will you need to do to complete the Embedded Assessment successfully)? Write your responses below.

The Call to Act

SUGGESTED LEARNING STRATEGIES: TP-CASTT, Rereading, Marking the Text, RAFT, Notetaking

My Notes

With your classmates, use the TP-CASTT strategy to analyze “I Need to Wake Up,” writing your comments in the margin next to the song lyrics. Then, write a paragraph interpreting the theme of the song lyrics, citing specific lines for support.

Song

I NEED TO WAKE UP

by Melissa Etheridge

Have I been sleeping?
I've been so still
Afraid of crumbling
Have I been careless?
5 Dismissing all the distant rumblings
Take me where I am supposed to be
To comprehend the things that I can't see

Cause I need to move
I need to wake up
10 I need to change
I need to shake up
I need to speak out
Something's got to break up
I've been asleep

15 And I need to wake up
Now

And as a child
I danced like it was 1999
My dreams were wild

20 The promise of this new world
Would be mine
Now I am throwing off the carelessness of youth
To listen to an inconvenient truth

WORD CONNECTIONS

Comprehend contains the root *-prehend-*, from the Latin word *prehendere*, meaning “to seize.” This root also appears in *reprehend*, *apprehend*, and *misapprehension*. The prefix *com-* means “with or together.”

That I need to move
 I need to wake up
 I need to change
 I need to shake up
 I need to speak out
 Something's got to break up
 I've been asleep
 And I need to wake up
 Now

25

I am not an island
 I am not alone
 I am my intentions
 Trapped here in this flesh and bone

30

35

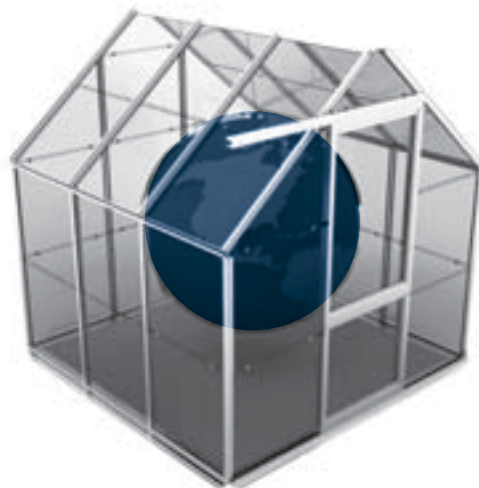
And I need to move
 I need to wake up
 I need to change
 I need to shake up
 I need to speak out
 Something's got to break up
 I've been asleep
 And I need to wake up
 Now

40

45

I want to change
 I need to shake up
 I need to speak out
 Oh, something's got to break up
 I've been asleep
 And I need to wake up
 Now

50



My Notes

GRAMMAR & USAGE

For style, rhythm, and emphasis, writers may use **anaphora** (the repetition of a word or words, at the beginning of sentences). Etheridge uses anaphora in the second verse of “I Need to Wake Up.” Six of the lines include the words “I need” followed by an infinitive:

“Cause I need to move
 I need to wake up
 I need to change
 I need to shake up
 I need to speak out ...
 And I need to wake up”

The repetition of “I need to” creates a pattern; as a result, the phrase emphasizes the urgency of the message.

The Call to Act

LITERARY TERMS

Dialogue is the words spoken by characters or participants in a film.

Narration is the act of telling a story.

The **theme** of a work is its message about life.

Diegetic sound is actual noises associated with the shooting of a scene, such as voices and background sounds.

Non-diegetic sound refers to voice-overs and commentary, sounds that do not come from the action on screen.

Etheridge’s song won the 2002 Academy Award for Best Original Song for its use in the film *An Inconvenient Truth*, a film whose argument is that global warming poses a threat to humankind so severe that immediate action is needed. With that in mind, reread the text, looking for words or phrases that take on a specific meaning relevant to this context.

As you watch the video of the song, consider how the video’s images affect your understanding of the lyrics. In particular, notice how the video uses the following film techniques:

- **primary footage**: scenes shot by the director specifically for the film, including interviews or footage of the performer/filmmaker
- **archival footage**: scenes taken from other sources, such as news broadcasts or home video
- **still images**: photographs as opposed to video footage, although the camera may pan or zoom on the photo
- **text**: subtitles, labels, graphics, etc. to help support the film’s message.

Use the film viewing guide on the next page to take notes.

After watching, write a paragraph explaining how the video affected your understanding of what Etheridge means by “I Need to Wake Up.”

Nonfiction Film Viewing Guide

Director:

Title:

Year:

What Do You See? (primary or archival footage, interviews, still images, the filmmaker)

What Do You Hear? (dialogue, narration, diegetic and non-diegetic sound)

What Do You Read? (subtitles, graphics, labels)

How Is It Put Together? (editing sequence, transition devices)

What Is the Effect? (What is the **theme** of the video? What truth does it convey?)

Reel or Real?

SUGGESTED LEARNING STRATEGIES: Quickwrite, Graphic Organizer

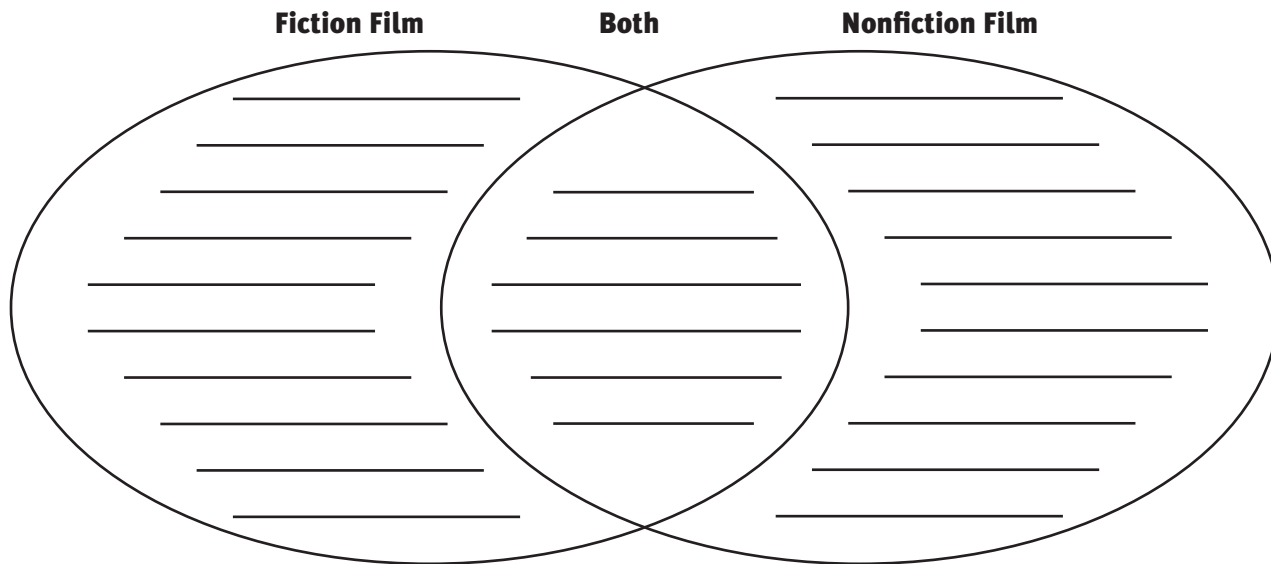
ACADEMIC VOCABULARY

A **documentary film** is nonfiction that provides a visual record of actual events using photographs, video footage, and interviews.

WORD CONNECTIONS

Documentary contains the root *-doc-*, from the Latin word *docere*, meaning “to teach.” This root also appears in *document*, *docent*, *doctor*, *docile*, and *doctorate*. The suffix *-ary* indicates that the word is a noun.

1. **Quickwrite:** The fiction film *The Day After Tomorrow* was one of the biggest hits of 2004, earning \$187,000,000 at the box office. Based on the clip (or your experience of viewing the whole film), what message does it send about global warming? How does it affect your perception of the seriousness of global warming?
2. *National Geographic* is one of the most respected popular media organizations devoted to science and nature. The organization has produced numerous **documentary films**. What message does the video clip you watched send about global warming? How does it affect your perception compared to *The Day After Tomorrow*?
3. After watching both clips, complete the Venn diagram below, comparing the genres. Consider how the presentation of the issue differs in the two films.



4. Based on your comparison, define nonfiction or documentary film and identify its key characteristics.

That's Just the Way It Is

SUGGESTED LEARNING STRATEGIES: Role Play, Marking the Text, Close Reading, Drafting

- Describe the role playing you have just witnessed. As you do so, choose one of three perspectives:
 - You are a “fly on the wall” merely trying to report the details of the confrontation.
 - You believe your teacher was overly aggressive in the situation and that the other person was a victim.
 - You believe the other person overreacted and your teacher was justified in his/her actions.

Whatever perspective you choose, try to include specific details from the scene (dialogue, actions, etc.).



WORD CONNECTIONS

Objectivity and **subjectivity** contain the root *-ject-*, from the Latin word *jacere*, meaning “to throw.” This root also appears in *reject*, *injection*, *project*, and *ejection*. The prefix *ob-* means “toward,” and *sub-* means “under or from beneath.”

- After discussing the different paragraphs, define the following terms in the space provided.

Objectivity	
Subjectivity	

- After listening to the paragraphs of your peers, underline or highlight the words, phrases, or details from your paragraph that might be considered subjective.

That's Just the Way It Is

Nonfiction Film Viewing Guide

Director:**Title:****Year:****What Do You See?** (primary or archival footage, interviews, still images, the filmmaker)**What Do You Hear?** (dialogue, narration, diegetic and non-diegetic sound)**What Do You Read?** (subtitles, graphics, labels, etc.)**How Is It Put Together?** (editing sequence, transition devices, etc.)**What Is the Effect?** (What is the level of subjectivity?)

Nonfiction Film Viewing Guide

Director:

Title:

Year:

What Do You See? (primary or archival footage, interviews, still images, the filmmaker)

What Do You Hear? (dialogue, narration, diegetic and non-diegetic sound)

What Do You Read? (subtitles, graphics, labels)

How Is It Put Together? (editing sequence, transition devices)

What Is the Effect? (What is the level of subjectivity?)

That's Just the Way It Is

Nonfiction Film Viewing Guide

Director:**Title:****Year:****What Do You See?** (primary or archival footage, interviews, still images, the filmmaker)**What Do You Hear?** (dialogue, narration, diegetic and non-diegetic sound)**What Do You Read?** (subtitles, graphics, labels)**How Is It Put Together?** (editing sequence, transition devices)**What Is the Effect?** (What is the level of subjectivity?)

Previewing *The 11th Hour*

SUGGESTED LEARNING STRATEGIES: SMELL, Graphic Organizer

1. Your teacher will give you three note cards. Take the note cards and arrange them into every possible order of events. Write each variation below, and then identify what specific connotations or relationships are suggested by that particular sequence of statements.

2. As you watch the sequence of images in the first two minutes of the film *The 11th Hour*, write down each of the images you see. Then, working with classmates, write an explanation of what relationships are suggested between each image and the one that follows it. What does the meaning of the sequence as a whole seem to be?

LITERARY TERMS

Juxtaposition is the arrangement of ideas for the purpose of comparing or contrasting them.

3. Based on the two activities above, define the term **juxtaposition**:



WORD CONNECTIONS

Juxtaposition contains the Latin prefix *justa-*, meaning “near” or “beside,” and the root *-pos-*, meaning “to place.” The root also appears in *composition*, *compose*, *situation*, *positive*, and *opposition*.

Previewing *The 11th Hour*

As you watch the opening scenes of *The 11th Hour*, take notes in the SMELL graphic organizer below. Be sure to cite specific textual details.

Sender-Receiver Relationship: Who are the senders and receivers of the message and what is their relationship? (Consider the different audiences the film may be addressing.)

Message: What is a literal summary of the content? What is the meaning or significance of this information?

Emotional Strategies: What emotional appeals (*pathos*) does the director use? What seems to be their desired effect?

Logical Strategies: What logical arguments/appeals (*logos*) does the director use? What is their effect?

Language: What specific language supports the message? How does it affect the film's effectiveness? Consider both images and actual words.

The Nature of the Problem

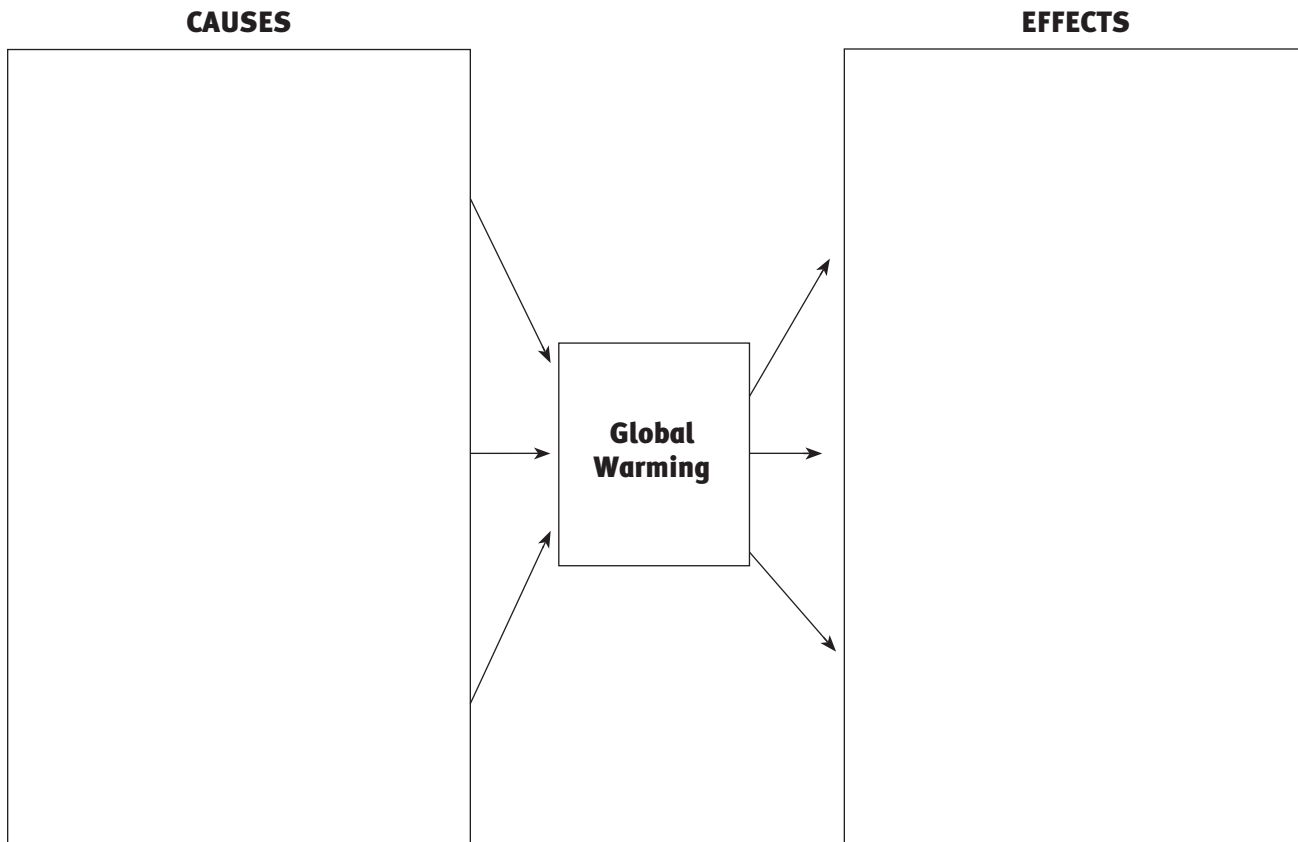
SUGGESTED LEARNING STRATEGIES: Notetaking, Graphic Organizer, Questioning the Text, Drafting, Summarizing

Using the Cornell Notes system, record comments about the film, questions about its function as a text, and a summary of the effectiveness of the argument it makes.

Questions/Commentary	Notetaking Area
Summary Section	

The Nature of the Problem

- Using your notes on this section of the film, use the following model to create a chart identifying the various cause-effect claims made thus far.



- With your group, analyze three cause-effect links. How is each claim supported in the film (logos, ethos, pathos, empirical evidence, visual aids, and so on)? How persuasive is the claim as a result?

- Timed Writing Prompt:** Draft a response in which you analyze the purpose and effectiveness of one of the segments from today's viewing. Your teacher will specify the amount of time you will have to write your response. Remember to describe the cause-effect link(s) and to use effective transitions as you develop your analysis.

A Convergence of Crises

SUGGESTED LEARNING STRATEGIES: Summarizing, Drafting, Marking the Draft, Notetaking

You will be assigned one of the focus areas below. As you watch today's segment from *The 11th Hour*, fill out the viewing guide with details that connect to your focus area. After finishing the segment, summarize your findings.

ETHOS AND CREDIBILITY: This film relies on the testimony of experts to make its argument about sustainable development. Keep track of each person interviewed in this segment, and make notes to answer these questions.

- Which interviewees seem most or least credible, and why?
- What types of evidence do the most credible speakers present?
- How does their appearance and delivery affect credibility?
- Based on your responses, what can you conclude about how speakers make themselves credible to an audience?

EVIDENCE AND PERSUASION: This segment identifies a number of negative impacts of environmental development. Make a list of these as they are presented.

- How persuasive is evidence for each environmental impact that current approaches to development must end or be changed?
- How does visual information support the claims the speakers are making?
- What kinds of evidence and appeals (logical explanations, emotional appeals, the ethos of the speakers) make these claims persuasive?
- Based on your responses, what can you conclude about how to use visuals, documented evidence, and emotional appeals to support a claim?

VALUES AND PERSPECTIVES:

- What values does the film support? In other words, what does the film seem to support as the right way to feel about the issues?
- What perspectives does it criticize? What does it say, for example, about corporate and political attitudes in our culture?
- Is growth a means to an end, or an end in itself?
- What perspectives are NOT presented except through the filter of others who disagree with them?
- What biases dominate in the film? Does the film effectively speak to audience members who do not share those biases? Why or why not?



WORD CONNECTIONS

Persuasion contains the root *-suad-*, from the Latin word *suadere*, meaning “to advise or urge.” This root also appears in *dissuade* and *persuadable*.

A Convergence of Crises

Nonfiction Film Viewing Guide

Director:

Title:

Year:

What Do You See? (primary or archival footage, interviews, still images, the filmmaker)

What Do You Hear? (dialogue, narration, diegetic and non-diegetic sound)

What Do You Read? (subtitles, graphics, labels)

How Is It Put Together? (editing sequence, transition devices)

What Is the Effect? (What is the level of subjectivity?)

2. After sharing with the other members of your group, write a summary of the information presented by one of the other members. Be sure to answer the key questions for that person's topic (see previous page). Each member in your group should summarize the information presented by a different group member so that only one summary is written for each presentation.

3. Give your summary to the person whose presentation you summarized. Read through the summary you receive and mark the draft with feedback on three main criteria:

- How effectively has the person summarized the main points?
- Has any key information been omitted?
- Is the summary objective or too subjective?

4. Based on these three criteria, how should the writer revise his or her summary to make it more comprehensive, accurate, and representative?

5. Revise your own paragraph to reflect the feedback you receive from your group member.

The Task of Our Generation

SUGGESTED LEARNING STRATEGIES: Graphic Organizer, Notetaking, Discussion Groups, Questioning the Text, Drafting

LITERARY TERMS

Logical appeal (logos) is the use of factual evidence and logical thought to appeal to an audience's sense of reason. **Emotional appeal** (pathos) is the use of emotional language or images to move audiences.

Ethical appeal (ethos) works by establishing the writer as fair and open-minded. The writer tries to create a sense of trustworthiness and credibility.

1. Now that you have completed your viewing of the film, look back at your notes for this final segment. Then write at least five Level 2 questions about the effect or purpose of specific images and claims presented in the film's closing segment.
2. Working with classmates, identify several questions that effectively guide analysis of details in the segment you viewed. Be prepared to ask the class to respond to these questions and to respond to the questions of other students.
3. **Timed Writing Prompt:** Based upon your reaction to the film (and the class discussion), choose the quotation below that you think best articulates the film's call to action. Then write an analysis of how the film uses rhetorical devices such as **logical, emotional, or ethical appeals** to support this call to action. Include appropriate rhetorical devices and evidence from the film to support your analysis and to convey your intended meaning. Your teacher will specify the amount of time you have to write your analysis.
 - "All of these forces sweeping over the planet are the forces created by human beings. If human beings are the source of the problem, we can be the foundation of the solution."
 - "There's the model. In nature there is no waste. One organism's waste is another's food. That's the model for the industrial system that must eventually evolve."
 - "The direction to go is to decouple from our dependence on oil through efficient transportation, better-insulated houses, and the development of renewable alternatives like solar, wind and biomass and getting those to become the major part of the market. . ."
 - "Personal action is important. This problem of global warming is huge and tremendous and it may seem inconsequential to take your personal action but it is important for many reasons."
 - "We as citizens, leaders, consumers and voters have the opportunity to help integrate ecology into governmental policy and everyday living standards."
 - "During this critical period of human history, healing the damage of industrial civilization is the task of our generation."

Whose Truth Is True?

SUGGESTED LEARNING STRATEGIES: Summarizing, Drafting, Marking the Draft, Notetaking

Article

DiCaprio Sheds Light on 11th Hour

by Scott Roxborough

May 20, 2007

Leonardo DiCaprio sat down with The Hollywood Reporter and a handful of select film publications at the Hotel du Cap in Cannes on Saturday to discuss his upcoming environmental documentary “The 11th Hour.” The film, which premiered in a special Out of Competition screening Saturday at the Festival de Cannes, uses a barrage of images and reams of interviews with the world’s top environmental scientists to paint a bleak but still optimistic picture of the fate of our planet. “Hour” was directed by sisters Nadia Conners and Leila Conners Petersen, who wrote the script with DiCaprio.

Q: What was the most difficult thing for you in making this film?

DiCaprio: Trying to condense the vision of what these scientific experts are saying (about global warming) and trying to make it as clear and as emotionally moving as possible. Trying to condense a world of issues into an hour-and-a-half format in this film was the biggest challenge. But it was about giving them a platform where they didn’t have to argue about the science. Because, and I keep stressing this, this is the overwhelming majority of the scientific community that believes in this. Not to have to be challenged about the science, about if their opinions were correct or if their opinions were valid. It was about them being able to express ideas and being able to give us, the public. Listen to the scientists and give us, the public, solutions for the future.

Q: With “The 11th Hour” are you hoping to reach a different audience than Al Gore’s “An Inconvenient Truth” just because of who you are and the kind of attention this film will get because of your involvement with it?

A: “Yes, I guess you could call it a different audience. I mean, I didn’t want to make this an overly political film, where just because of your political affiliation, you think you are somehow responsible for this and are somehow to blame. There are political overtones in the movie, we do point the finger. But ultimately, it is not about preaching to the choir, about reaching an audience that already gets it and already wants to become active. It’s about, I suppose — and this is just about me following the lead of what the scientists and the experts have been saying — it’s the cultural transformation that needs to happen. It’s a swelling up from the ground level from people that are going

My Notes

Whose Truth Is True?

My Notes

to have to demand action. It goes beyond whether you are a democrat or republican in the United States. It goes beyond that. It goes into the realm of every politician having to be responsible because there is such a cultural awareness about global warming and environmental issues that they have to deal with it.”

Q: Are you worried that, because you are a celebrity, people could dismiss this movie simply because of who you are?

A: “I am completely aware of the fact that being someone from quote-unquote Hollywood will garner a certain amount of skepticism and criticism as why should we listen to this person? I wanted to pose myself as a concerned citizen, not as an expert. I ask the questions and allow these people (the scientists) to give the answers. But you can also talk about the Hollywood community and about how they have traditionally been a part of a lot of great movements in the United States, going back to the civil rights movement or the peace movement. I don’t think there’s nothing wrong with that. As long as I don’t pretend to be somebody who does have a degree, you know what I mean? But rather as a concerned citizen. Hopefully a larger audience will watch the film as opposed to if I wasn’t involved with it.

Q: The film doesn’t pander to a populist level. You get into a lot of pretty complicated detail in the film.

A: Well that comes down to the fact that these are extremely complicated issues and can’t be put into a format of predigested baby food that is spoon-fed (the audience). These are complicated issues to wrap your head around, and we knew that. But ultimately the most important thing to us was whether you were emotionally moved at the end of the movie. And on a personal level, I believe that has been accomplished. Yes, a lot of the science is very hard to wrap your head around. But I was very clear in the movie. I want the public to be very scared by what they see. I want them to see a very bleak future. I want them to feel disillusioned halfway through and feel hopeless. And then when we get into the entire section in the second half when we talk about cultural transformation and a new way of looking at things and the alternatives or green technology and all these things, you realize there is great hope and there are options on the table. And hopefully the audience is moved and galvanized to do something about it. Hopefully.

As you view the film clip, focus carefully on how it portrays the threat posed by global warming. What cinematic techniques does the film use to support its claim? What rhetorical appeals?

Sender-Receiver Relationship: To whom are the filmmakers explicitly addressing their argument to here? How do they seem to feel about that target audience?

Message: What is the clip's central claim? What content does it use to support that claim?

Emotional Strategies: What emotional appeals does the director include? What seems to be their desired effect?

Logical Strategies: What logical arguments/appeals does the director include? What is their effect?

Language: What specific language is used in the clip to support the message? How does it impact the film's effectiveness and credibility? Consider both images and actual words.

Whose Truth Is True?



WORD CONNECTIONS

Refutation of an argument sometimes takes the form of an attack against the person rather than the message. The term *ad hominem* describes a personal attack. It is Latin for “against the man.”

- 1. Quickwrite:** After analyzing the clip, write a paragraph responding to the following questions:
 - a.** To what extent does media coverage appear biased in this sequence?
 - b.** What cinematic techniques do the directors use to establish the dramatic tone of the chapter?
 - c.** Does this sequence seem manipulative? If so, in what ways?
 - d.** Is it ethical for a filmmaker to emotionally manipulate an audience in order to be persuasive? Explain why or why not.

- 2.** After you have written your paragraph, compare answers with your group members and then discuss the following questions:
 - a.** How persuasive is the film’s depiction of the threat posed?
 - b.** How does presenting the threat in this way affect the film’s credibility?
 - c.** As you compare answers, to what extent do you agree or disagree in your assessments? What explains any disagreements?

3. You will next read an article that presents a position about the arguments made in *The 11th Hour*. Read your assigned article individually, and complete the SMELL chart as you read. Highlight evidence of the values and beliefs central to the writer's position.

Sender-Receiver Relationship: To whom is the writer explicitly addressing his or her argument? How does the writer seem to feel about that target audience? What values does the writer (sender) assume the reader shares or argue that they should share?

Message: What is a literal summary of the content? What is the article's ultimate thesis regarding the subject?

Emotional Strategies: What emotional appeals does the writer include? What seems to be their desired effect?

Logical Strategies: What logical arguments/appeals does the writer include? What is their effect?

Language: What specific language is used in the article to support the message or characterize the opposition? How does it impact the writer's ethos and the article's effectiveness and credibility?

Whose Truth Is True?

GRAMMAR & USAGE

Remember to use the reciprocal pronouns *each other* and *one another* correctly. Use *each other* to refer to two people and *one another* to refer to three or more people.

4. After you and your group members finish evaluating your articles, present your conclusions to one another. Be sure to support your claims about the article's level of subjectivity by citing specific evidence from the text.
5. As a group, rank the four pieces based on how persuasive they are. You must come to a consensus on your ranking, so be prepared to justify your opinions, both with your group and with the class as a whole.

11th Hour	
Inhofe	
Michaels	
Marshall	

6. If you were writing a paper evaluating the claims about global warming presented in *The 11th Hour*, which of the three essays would be most or least credible if cited as a source and why? What is the relationship between the level of subjectivity in a source and its credibility with various audiences?

Speech

Inhofe slams DiCaprio and Laurie David for scaring kids in two-hour Senate speech debunking climate fears

Posted by Marc Morano

October 26, 2007

Senator James Inhofe (R-OK), Ranking Member of the Environment and Public Works Committee, delivered a more than two-hour floor speech today debunking fears of man-made global warming. Below is an excerpt of his remarks about how Hollywood, led by Leonardo DiCaprio and Laurie David, has promoted unfounded climate fears to children. Also, watch the video of Inhofe denouncing Hollywood on the Senate floor.

SENATOR INHOFE SPEECH EXCERPT:

We are currently witnessing an international awakening of scientists who are speaking out in opposition to former Vice President Al Gore, the United Nations, the Hollywood elitists and the media-driven “consensus” on man-made global warming.

We have witnessed Antarctic ice GROW to record levels since satellite monitoring began in the 1970’s. We have witnessed NASA temperature data errors that have made 1934 — not 1998 — the hottest year on record in the U.S. We have seen global averages temperatures flat line since 1998 and the Southern Hemisphere cool in recent years.

These new developments in just the last six months are but a sample of the new information coming out that continues to debunk climate alarm.

But before we delve into these dramatic new scientific developments, it is important to take note of our pop culture propaganda campaign aimed at children.

HOLLYWOOD TARGETS CHILDREN WITH CLIMATE FEARS

In addition to (Al) Gore’s entry last year into Hollywood fictional disaster films, other celebrity figures have attempted to jump into the game.

Hollywood activist Leonardo DiCaprio decided to toss objective scientific truth out the window in his new scarefest “The 11th Hour.” DiCaprio refused to interview any scientists who disagreed with his dire vision of the future of the Earth.

In fact, his film reportedly features physicist Stephen Hawking making the unchallenged assertion that “the worst-case scenario is that Earth would become like its sister planet, Venus, with a temperature of 250 [degrees] centigrade.”

My Notes

GRAMMAR & USAGE

When writers quote from other sources, they must surround the borrowed words with quotation marks. Sometimes, however, a quotation includes words quoted from a different source or words already in quotation marks. These words should then be enclosed in single quotation marks (‘ ’). For example: “In fact, his film reportedly features physicist Stephen Hawking making the unchallenged assertion that ‘the worst-case scenario is that Earth would become like its sister planet, Venus, with a temperature of 250 [degrees] centigrade.’”

Whose Truth Is True?

My Notes

I guess these “worst-case scenarios” pass for science in Hollywood these days. It also fits perfectly with DiCaprio’s stated purpose of the film.

DiCaprio said on May 20th of this year: “I want the public to be very scared by what they see. I want them to see a very bleak future.”

While those who went to watch DiCaprio’s science fiction film may see his intended “bleak future,” it is DiCaprio who has been scared by the bleak box office numbers, as his film has failed to generate any significant audience interest.

Gore’s Producer to Kids: ‘Be Activists’

Children are now the number one target of the global warming fear campaign. DiCaprio announced his goal was to recruit young eco-activists to the cause.

“We need to get kids young,” DiCaprio said in a September 20 interview with *USA Weekend*.

Hollywood activist Laurie David, Gore’s co-producer of “An Inconvenient Truth” recently co-authored a children’s global warming book with Cambria Gordon for Scholastic Books titled, *The Down-To-Earth Guide to Global Warming*.

David has made it clear that her goal is to influence young minds with her new book when she recently wrote an open letter to her children stating: “We want you to grow up to be activists.”

Apparently, David and other activists are getting frustrated by the widespread skepticism on climate as reflected in both the U.S. and the UK according to the latest polls.

It appears the alarmists are failing to convince adults to believe their increasingly shrill and scientifically unfounded rhetoric, so they have decided kids are an easier sell.

But David should worry less about recruiting young activists and more about scientific accuracy. A science group found what it called a major “scientific error” in David’s new kid’s book on page 18.

According to a Science and Public Policy Institute release on September 13:

“The authors [David and Gordon] present unsuspecting children with an altered temperature and CO₂ graph that reverses the relationship found in the scientific literature. The manipulation is critical because David’s central premise posits that CO₂ drives temperature, yet the peer-reviewed literature is unanimous that CO₂ changes have historically followed temperature changes.”

David has now been forced to publicly admit this significant scientific error in her book.

Whose Truth Is True?

My Notes

GRAMMAR & USAGE

Notice the writer's use of quotation marks around the words "solutions," "solve," and "crisis."

Placing these words in quotation marks helps the writer suggest irony or sarcasm, which is intended to lead the reader to place less emphasis on the other side's claims.

All the while, activists like former Vice President Al Gore repeatedly continue to warn of a fast approaching climate "tipping point."

I agree with Gore. Global warming may have reached a "tipping point."

The man-made global warming fear machine crossed the "tipping point" in 2007.

I am convinced that future climate historians will look back at 2007 as the year the global warming fears began crumbling. The situation we are in now is very similar to where we were in the late 1970's when coming ice age fears began to dismantle.

Remember, it was *Newsweek Magazine* which in the 1970's proclaimed meteorologists were "almost unanimous" in their view that a coming Ice Age would have negative impacts. It was also *Newsweek* in 1975 which originated the eerily similar "tipping point" rhetoric of today:

Newsweek wrote on April 28, 1975 about coming ice age fears: "The longer the planners delay, the more difficult will they find it to cope with climatic change once the results become grim reality."

Of course *Newsweek* essentially retracted their coming ice age article 29 years later in October 2006. In addition, a 1975 National Academy of Sciences report addressed coming ice age fears and in 1971, NASA predicted the world "could be as little as 50 or 60 years away from a disastrous new ice age."

Today, the greatest irony is that the UN and the media's climate hysteria grow louder as the case for alarmism fades away. While the scientific case grows weaker, the political and rhetorical proponents of climate fear are ramping up to offer hefty tax and regulatory "solutions" both internationally and domestically to "solve" the so-called "crisis."

Skeptical Climatologist Dr. Timothy Ball formerly of the University of Winnipeg in Canada wrote about the current state of the climate change debate earlier this month:

"Imagine basing a country's energy and economic policy on an incomplete, unproven theory - a theory based entirely on computer models in which one minor variable (CO₂) is considered the sole driver for the entire global climate system."

And just how minor is that man-made CO₂ variable in the atmosphere?

Meteorologist Joseph D'Aleo, the first Director of Meteorology at The Weather Channel and former chairman of the American Meteorological Society's (AMS) Committee on Weather Analysis and Forecasting, explained in August how miniscule mankind's CO₂ emissions are in relation to the Earth's atmosphere.

"If the atmosphere was a 100 story building, our annual anthropogenic CO₂ contribution today would be equivalent to the linoleum on the first floor," D'Aleo wrote.

Article

Global Warming: No Urgent Danger; No Quick Fix

by Patrick J. Michaels
Atlanta Journal-Constitution

August 21, 2007

It's summer, it's hot and global warming is on the cover of *Newsweek*. Scare stories abound. We may only have 10 years to stop this! The future survival of our species is at stake!

OK, the media aren't exactly nonpartisan, especially on global warming. So what's the real story and what do we need to know?

Fact: The average surface temperature of the Earth is about 0.8° C warmer than it was in 1900, and human beings have something to do with it. But does that portend an unmitigated disaster? Can we do anything meaningful about it at this time? And if we can't, what should or can we do in the future?

These are politically loaded questions that must be answered truthfully, especially when considering legislation designed to reduce emissions of carbon dioxide, the main global warming gas.

Unfortunately, they'll probably be ignored. Right now there are a slew of bills before Congress, and many in various states, that mandate massively reducing carbon dioxide emissions. Some actually propose cutting our CO₂ output to 80 percent or 90 percent below 1990 levels by the year 2050.

Let's be charitable and simply call that legislative arrogance. U.S. emissions are up about 18 percent from 1990 as they stand. Whenever you hear about these large cuts, ask the truth: How is this realistically going to happen?

I did that on an international television panel two weeks ago. My opponent, who advocated these cuts, dropped his jaw and said nothing, ultimately uttering a curse word for the entire world to hear. The fact of the matter is he had no answer because there isn't one.

Nor would legislation in any state or Washington, D.C., have any standing in Beijing. Although the final figures aren't in yet, it's beginning to look like China has just passed the United States as the world's largest emitter of carbon dioxide. Like the United States, China has oodles of coal, and the Chinese are putting in at least one new coal-fired power plant a month. (Some reports have it at an astonishing one per week.) And just as it does in the United States, when coal burns in China, it turns largely to carbon dioxide and water.

My Notes

Whose Truth Is True?

My Notes

What we do in the United States is having less and less of an effect on the concentration of carbon dioxide in the world's atmosphere.

We certainly adapted to 0.8° C temperature change quite well in the 20th century, as life expectancy doubled and some crop yields quintupled. And who knows what new and miraculously efficient power sources will develop in the next hundred years.

The stories about the ocean rising 20 feet as massive amounts of ice slide off of Greenland by 2100 are also fiction. For the entire half century from 1915 through 1965, Greenland was significantly warmer than it has been for the last decade. There was no disaster. More important, there's a large body of evidence that for much of the period from 3,000 to 9,000 years ago, at least the Eurasian Arctic was 2.5° C to 7° C warmer than now in the summer, when ice melts. Greenland's ice didn't disappear then, either.

Then there is the topic of interest this time of year — hurricanes. Will hurricanes become stronger or more frequent because of warming? My own work suggests that late in the 21st century there might be an increase in strong storms, but that it will be very hard to detect because of year-to-year variability.

Right now, after accounting for increasing coastal population and property values, there is no increase in damages caused by these killers. The biggest of them all was the Great Miami Hurricane of 1926. If it occurred today, it would easily cause twice as much damage as 2005's vaunted Hurricane Katrina.

So let's get real and give the politically incorrect answers to global warming's inconvenient questions. Global warming is real, but it does not portend immediate disaster, and there's currently no suite of technologies that can do much about it. The obvious solution is to forgo costs today on ineffective attempts to stop it, and to save our money for investment in future technologies and inevitable adaptation.

Patrick J. Michaels is a senior fellow in environmental studies at the Cato Institute and is on leave as research professor of environmental sciences at the University of Virginia.

Article

Jeremy Clarkson and Michael O'Leary Won't Listen to Green Cliches and Complaints About Polar Bears

by George Marshall
The Guardian (UK)

March 9, 2009

Academics meeting in Bristol at the weekend for Britain's first conference on the psychology of climate change argued that the greatest obstacles to action are not technical, economic or political — they are the denial strategies that we adopt to protect ourselves from unwelcome information.

It is true that nearly 80% of people claim to be concerned about climate change. However, delve deeper and one finds that people have a remarkable tendency to define this concern in ways that keep it as far away as possible. They describe climate change as a global problem (but not a local one) as a future problem (not one for their own lifetimes) and absolve themselves of responsibility for either causing the problem or solving it.

Most disturbing of all, 60% of people believe that “many scientific experts still question if humans are contributing to climate change”. Thirty per cent of people believe climate change is “largely down to natural causes”, while 7% refuse to accept the climate is changing at all.

How is it possible that so many people are still unpersuaded by 40 years of research and the consensus of every major scientific institution in the world? Surely we are now long past the point at which the evidence became overwhelming?

If only belief formation were this simple. Having neither the time nor skills to weigh up each piece of evidence we fall back on decision-making shortcuts formed by our education, politics and class. In particular we measure new information against our life experience and the views of the people around us.

George Lakoff, of the University of California, argues that we often use metaphors to carry over experience from simple or concrete experiences into new domains. Thus, as politicians know very well, broad concepts such as freedom, independence, leadership, growth and pride can resonate far deeper than the policies they describe.

My Notes

GRAMMAR & USAGE

The **subjunctive mood** indicates an uncertainty or something that is not real. Marshall uses the subjunctive in his statement: “If only belief formation were this simple.”

Whose Truth Is True?

My Notes

None of this bodes well for a rational approach to climate change. Climate change is invariably presented as an overwhelming threat requiring unprecedented restraint, sacrifice, and government intervention. The metaphors it invokes are poisonous to people who feel rewarded by free market capitalism and distrust government interference. It is hardly surprising that political world view is by far the greatest determinant of attitudes to climate change, especially in the US where three times more Republicans than Democrats believe that “too much fuss is made about global warming”.

An intuitive suspicion is then reinforced by a deep distrust of the key messengers: the liberal media, politicians and green campaign groups. As Jeremy Clarkson says, bundling them all together: “...everything we’ve been told for the past five years by the government, Al Gore, Channel 4 News and hippies everywhere is a big bucket of nonsense.” Michael O’Leary, the founder of Ryanair, likens “hairy dungaree and sandal wearing climate change alarmists” to “the CND nutters of the 1970s”. These cultural prejudices, however simplistic, align belief with cultural allegiance: “People like us,” they say, “do not believe in this tripe.”

However much one distrusts environmentalists, it is harder to discount the scientists... depending, of course, on which scientists one listens to. The conservative news media continues to provide a platform for the handful of scientists who reject the scientific consensus. Of the 18 experts that appeared in Channel 4’s notorious skeptic documentary *The Great Global Warming Swindle*, 11 have been quoted in the past two years in the *Daily and Sunday Telegraph*, five of them more than five times.

Dr Myanna Lahsen, a cultural anthropologist at the University of Colorado, has specialised in understanding how professional scientists, some of them with highly respected careers, turn climate skeptic. She found the largest common factor was a shared sense that they had personally lost prestige and authority as the result of campaigns by liberals and environmentalists. She concluded that their engagement in climate issues “can be understood in part as a struggle to preserve their particular culturally charged understanding of environmental reality.”

In other words, like the general public, they form their beliefs through reference to a world view formed through politics and life experience. In order to maintain their skepticism in the face of a sustained, and sometimes heated, challenge from their peers, they have created a mutually supportive dissident culture around an identity as victimised speakers for the truth.

Why Do Reasonable People Disagree?

SUGGESTED LEARNING STRATEGIES: Think Aloud, Marking the Text, Paraphrasing

1. In Unit 1, you defined the term *culture*. Look back at your definition now, and rewrite it in the space below. You may revise it if you'd like, based on your experiences since Unit 1.

Culture =

2. Read the following definitions of culture. Then, in your groups, discuss your reactions to each. In particular, consider what each reveals about the causes of cultural conflict.
 - “By definition, objective culture is comprised of artifacts and technology that produces them (e.g., tools, habitations, modes of transport, paintings, buildings, and so on) and observable human activities (e.g., behavioral norms, interpersonal roles, child-rearing practices, institutional structures, social and legal prescriptions, etc.). Subjective culture, on the other hand, consists of human cognitive processes (e.g., values, stereotypes, attitudes, feelings, motivations, beliefs, and most generally, meanings).” —Y. Tanaka, “Proliferating Technology and the Structure of Information-Space.” *From Intercultural and International Communication*. Ed. F. L. Casmir. Washington, DC: University Press of America, 1978. pp. 185–212.
 - “Thus, we reject conceptions of culture as fixed, coherent, or ‘natural’ and instead view it as dynamically changing over time and space—the product of ongoing human interaction. . . . We recognize that there are ideas and practices which may be maintained over long periods of time, from generation to generation, but . . . It is also influenced by, influences and generally contradicts with, contemporary social, economic and political factors. Geography too is significant. It is not just about where you are on the world map, for example, but about the ways in which space and place interact with understandings about being a person. Moreover, any one individual’s experience of culture will be affected by the multiple aspects of their identity—‘race,’ gender, sex, age, sexuality, class, caste position, religion, geography, and so forth—and it is likely to alter in various circumstances.” —Skelton,

T. and T. Allen. "Introduction." From *Culture and Global Change*. Eds. T. Skelton and T. Allen. London: Routledge, 1999. pp. 1–10.

- "Culture [is] a contested zone. . . . Thinking about culture as a contested zone helps us understand the struggles of cultural groups and the complexities of cultural life. It also aids us in coming to understand and consider various cultural realities and perspectives of the diverse groups that reside within any cultural space. If we define culture as a contested zone in which different groups struggle to define issues in their own interests, we must also recognize that not all groups have equal access to public forums to voice their concerns, perspectives, and the everyday realities of their lives." –Moon, D. G. "Thinking about 'Culture' in Intercultural Communication." From *Readings in Intercultural Communication*. 2nd Ed. Eds. Martin, J.N.; T. K. Nakayama and L.A. Flores. Boston: McGraw Hill, 2002. pp. 13–21.

3. After having read these definitions, revise your own. How does each challenge, reinforce, or modify your understanding of what culture means? In the space provided, record your reaction.

Culture is

Why Do Reasonable People Disagree?

4. Once you have considered different perspectives, you can start to evaluate some realistic approaches to achieving change. Read through the UN Millennium Declaration and answer the following questions with your group members.
- **Topic:** Who is participating in establishing this declaration, and what is/are the problem(s) being addressed?
 - **Policy Statement:** What is the declaration meant to accomplish?
 - **Reason:** Why is the declaration needed?
 - **Procedures:** How will the declaration be translated into action? What specific actions are described? When and where will they be implemented? What is not mentioned that could be done? What will not be done (that some nations may request), and why?
 - **People:** Who will do what?
 - **Impact:** What will be accomplished through these actions? How will action address the concerns of various nations?

Quickwrite: In a quickwrite, answer the following questions: What difficulties might you encounter when trying to resolve a complex issue such as an environmental conflict? What kinds of limitations do you have to accept when working toward a solution all groups will find acceptable?

Declaration

UNITED NATIONS MILLENNIUM DECLARATION

The General Assembly

Adopts the following Declaration:

United Nations Millennium Declaration

I. Values and principles

1. We, heads of State and Government, have gathered at United Nations Headquarters in New York from 6 to 8 September 2000, at the dawn of a new millennium, to reaffirm our faith in the Organization and its Charter as indispensable foundations of a more peaceful, prosperous and just world.

2. We recognize that, in addition to our separate responsibilities to our individual societies, we have a collective responsibility to uphold the principles of human dignity, equality and equity at the global level. As leaders we have a duty therefore to all the world's people, especially the most vulnerable and, in particular, the children of the world, to whom the future belongs.

3. We reaffirm our commitment to the purposes and principles of the Charter of the United Nations, which have proved timeless and universal. Indeed, their relevance and capacity to inspire have increased, as nations and peoples have become increasingly interconnected and interdependent.

4. We are determined to establish a just and lasting peace all over the world in accordance with the purposes and principles of the Charter. We rededicate ourselves to support all efforts to uphold the sovereign equality of all States, respect for their territorial integrity and political independence, resolution of disputes by peaceful means and in conformity with the principles of justice and international law, the right to self-determination of peoples which remain under colonial domination and foreign occupation, non-interference in the internal affairs of States, respect for human rights and fundamental freedoms, respect for the equal rights of all without distinction as to race, sex, language or religion and international cooperation in solving international problems of an economic, social, cultural or humanitarian character.

My Notes

Why Do Reasonable People Disagree?

My Notes

5. We believe that the central challenge we face today is to ensure that globalization becomes a positive force for all the world's people. For while globalization offers great opportunities, at present its benefits are very unevenly shared, while its costs are unevenly distributed. We recognize that developing countries and countries with economies in transition face special difficulties in responding to this central challenge. Thus, only through broad and sustained efforts to create a shared future, based upon our common humanity in all its diversity, can globalization be made fully inclusive and equitable. These efforts must include policies and measures, at the global level, which correspond to the needs of developing countries and economies in transition and are formulated and implemented with their effective participation.

6. We consider certain fundamental values to be essential to international relations in the twenty-first century. These include:

- **Freedom.** Men and women have the right to live their lives and raise their children in dignity, free from hunger and from the fear of violence, oppression or injustice. Democratic and participatory governance based on the will of the people best assures these rights.
- **Equality.** No individual and no nation must be denied the opportunity to benefit from development. The equal rights and opportunities of women and men must be assured.
- **Solidarity.** Global challenges must be managed in a way that distributes the costs and burdens fairly in accordance with basic principles of equity and social justice. Those who suffer or who benefit least deserve help from those who benefit most.
- **Tolerance.** Human beings must respect one other, in all their diversity of belief, culture and language. Differences within and between societies should be neither feared nor repressed, but cherished as a precious asset of humanity. A culture of peace and dialogue among all civilizations should be actively promoted.
- **Respect for nature.** Prudence must be shown in the management of all living species and natural resources, in accordance with the precepts of sustainable development. Only in this way can the immeasurable riches provided to us by nature be preserved and passed on to our descendants. The current unsustainable patterns of production and consumption must be changed in the interest of our future welfare and that of our descendants.
- **Shared responsibility.** Responsibility for managing worldwide economic and social development, as well as threats to international peace and security, must be shared among the nations of the world and should be exercised multilaterally. As the most universal and most

representative organization in the world, the United Nations must play the central role.

7. In order to translate these shared values into actions, we have identified key objectives to which we assign special significance. . . .

IV. Protecting our common environment

21. We must spare no effort to free all of humanity, and above all our children and grandchildren, from the threat of living on a planet irredeemably spoiled by human activities, and whose resources would no longer be sufficient for their needs.

22. We reaffirm our support for the principles of sustainable development, including those set out in Agenda 21, agreed upon at the United Nations Conference on Environment and Development.

23. We resolve therefore to adopt in all our environmental actions a new ethic of conservation and stewardship and, as first steps, we resolve:

- To make every effort to ensure the entry into force of the Kyoto Protocol, preferably by the tenth anniversary of the United Nations Conference on Environment and Development in 2002, and to embark on the required reduction in emissions of greenhouse gases.
- To intensify our collective efforts for the management, conservation and sustainable development of all types of forests.
- To press for the full implementation of the Convention on Biological Diversity and the Convention to Combat Desertification in those Countries Experiencing Serious Drought and/or Desertification, particularly in Africa.
- To stop the unsustainable exploitation of water resources by developing water management strategies at the regional, national and local levels, which promote both equitable access and adequate supplies.
- To intensify cooperation to reduce the number and effects of natural and man-made disasters.
- To ensure free access to information on the human genome sequence.

My Notes



Exploring One Conflict Together

SUGGESTED LEARNING STRATEGIES: Previewing, Marking the Text, Quickwrite, Graphic Organizer

The newspaper article “A Roaring Battle Over Sea Lions” presents a range of stakeholder interests. Stakeholders are those motivated by various concerns. Use the explanations below to help you analyze the interests, impact, and involvement of stakeholders as you read the article on sea lions.

- *Stakeholder Values and Interests* refers to the values that motivate the stakeholder, the project’s benefit(s) to the stakeholder, the changes that the project might require the stakeholder to make, and the project activities that might cause damage or conflict for the stakeholder.
 - *Stakeholder Impact* refers to how important the stakeholder’s participation is to the success of the proposed project. Consider:
 - The role the key stakeholder must play for the project to be successful, and the likelihood that the stakeholder will play this role.
 - The likelihood and impact of a stakeholder’s negative response to the project.
 - *Stakeholder Involvement* refers to the kinds of things that could be done to enlist stakeholder support and reduce opposition. Consider how one might approach each of the stakeholders. What kind of information will they need? Is there a limit to what changes they would support? Are there other groups or individuals that might influence the stakeholder to support the initiative?
1. The article, “A Roaring Battle Over Sea Lions,” presents multiple perspectives on a conflict about the management of sea lions that feed on endangered salmon at the Bonneville Dam in Oregon. Preview the article. Then, in the space below, identify as many stakeholder groups as you can—including those that are obvious and those that may be involved even if they don’t seem to have a specific agenda.

A Roaring Battle Over Sea Lions

At a dam outside Portland, Oregon, a controversy heats up over whether the animals should be removed—and even killed—in order to save the salmon.

by Bill Hewitt

Along the Columbia River, between Oregon and Washington, the sea lion stirs strong emotions. For Andrea Kozil, who regularly hikes along the river, the creatures, sleek and playful, are more like old friends than ordinary animals. “You can recognize them,” say Kozil. “Thousands of people come to see them; the kids name them.” But for fishermen and tribal members of the region, the sea lions, protected by federal law, are anything but cuddly. Because they prey on endangered wild salmon that also inhabit the Columbia, many locals see them as a threat to their way of life. “The sea lions are pretty much out of control,” complains Dennis Richey, executive director of Oregon Anglers. “Something has to be done.”

Feelings, already running high, have lately hit a new and more rancorous phase. Earlier this year, after winning approval from the federal government, wildlife officials in the area began a five-year program to remove as many as 85 of the California sea lions each year—by killing them if need be—from the waters around the Bonneville Dam, 40 miles east of Portland, where the creatures gorge on fish swimming upstream to spawn. Animal rights activists, including the Humane Society of the United States, have filed suit to stop the program, which was just getting under way when, on May 4, six sea lions were found dead in traps near the dam. Authorities said on May 14 that the animals had apparently died of heatstroke, but how the gates slammed closed remained a mystery. “Whether it was vigilantes or negligence, humans killed them,” says Sharon Young of the Humane Society.

Those in favor of ousting the sea lions insist that their measures are a modest response to a critical problem: The numbers of wild salmon are in sharp decline. Meanwhile, the California sea lion, hunted nearly to extinction in the last century, has made a remarkable recovery since being protected in 1972, now numbering 240,000. Sea lions have been drawn to the Bonneville Dam because the salmon must congregate around the fish ladders—a series of pools arranged like ascending steps—in order to proceed upriver, making them an easy lunch. The plan to remove the sea lions included the stipulation that efforts be made to find zoos or aquariums to take as many of the animals as possible. Only those left over could be euthanized—or shot if they eluded capture. “No one’s suggesting a scorched-earth policy,” says Charles Hudson, of the Columbia River Inter-Tribal Fish Commission. “There was no bloodlust.”

My Notes

GRAMMAR & USAGE

Relative (adjective) clauses can be **restrictive** (essential) or **nonrestrictive** (nonessential). Notice the use and punctuation of the adjective clauses in the following examples:

Nonrestrictive: For Andrea Kozil, **who regularly hikes along the river**, the creatures are more like old friends....

Restrictive: Because they prey on endangered wild salmon **that also inhabit the Columbia**, many locals see them as a threat....

In your writing, consider whether your adjective clauses need commas.

Exploring One Conflict Together

My Notes

But animal rights activists maintain that the government's own statistics, based on limited observation, suggest that the sea lions consume a relatively small percentage of the salmon. (State officials contend that the real percentage is far higher—and growing.) “The salmon are not going extinct because of the sea lions, but because of pollution, dams and overfishing,” says Kozil, who works for a great-ape rescue organization in Portland and is one of the plaintiffs in the pending lawsuit to block the removal. “The sea lions have been demonized.”

Hudson argues that it is the activists who have let their emotions get away from them, favoring the cute sea lions over the less attractive fish. “There seems to be a picking and choosing of one species over another,” he says. “It’s maddening.” After the six sea lion deaths, officials agreed to suspend the removal program for this season. But that will not lay to rest the strong emotions on either side. Says Young of the Humane Society: “This issue is not going to go away.”

2. Make notes from information in the article, and conduct research on this topic using multiple, reliable sources. Organize your information using the form below. Choose three key stakeholders with different positions, and analyze their interests, impact, and involvement. When you review the stakeholders involved in the issue of the sea lions, assign A for extremely important, B for fairly important, and C for not very important. Record these letters in the column entitled “Assessment of Impact.” Record strategies for obtaining support or reducing obstacles to your project in the last column in the matrix.

Stakeholder	Stakeholder’s Values and Interest(s) in the Project	Assessment of Impact	Stakeholder Involvement

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3. Based on the concerns of the stakeholders you and your classmates have identified, what are some possible steps that could be taken to solve the conflict at Bonneville Dam?

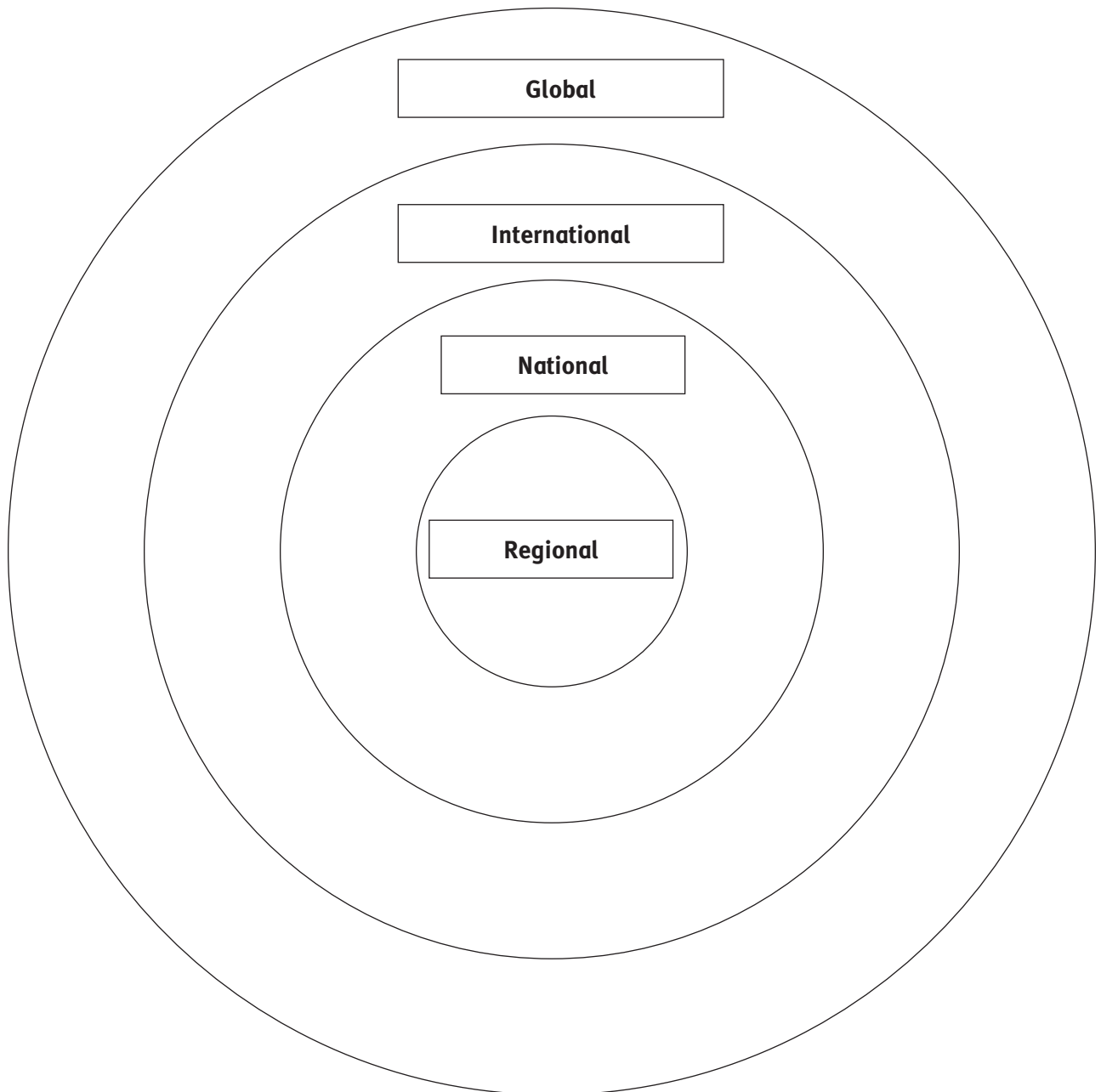
Exploring One Conflict Together

4. Once you have considered different perspectives, you can start to draft a policy proposal that suggests solutions. Use the following template to brainstorm and organize the elements of a policy proposal for the sea lion controversy.
- **Topic:** Who are the stakeholders, and what problem is to be addressed?
 - **Policy Statement:** What will your proposal accomplish?
 - **Reason:** Why is your proposal needed?
 - **Procedures:** How will the proposal be translated into action? What specific actions are you proposing? When and where will they be implemented?
 - **People:** Who will do what? How will actions address the concerns of the stakeholders?
 - **Impact:** What will be accomplished through these actions?
5. **Quickwrite:** In a paragraph, answer the following questions:
- What sort of difficulties arise when one tries to resolve a complex issue such as an environmental conflict?
 - How can a stakeholder analysis help you to evaluate potential solutions to the problem?
 - What kinds of limitations do you have to accept when working toward a solution acceptable to people with different cultural perspectives?

SUGGESTED LEARNING STRATEGIES: Graphic Organizer, Think-Pair-Share, Brainstorming

Using the chart below, brainstorm with a partner some environmental issues in the world that are caused by or connected to cultural conflicts.

Environmental Issues that Link to Cultural Conflicts



A World of Conflicts

After the Gallery Walk, work with your group members to identify a few topics in each category that might be possible topics for your project. As a group, generate some notes on what you already know and would like to learn about each topic.

Regional	Notes	National	Notes
International	Notes	Global	Notes

- Looking over this list of issues, which ones do you think you might be interested in examining closely? Consult with your group members to discuss all opinions as you narrow your possible topics to choose a major research focus.
- Now, as a group, choose one of the above issues and brainstorm a preliminary list of stakeholders and their positions that may be involved in the conflict. Each group member can then conduct research with one stakeholder’s position in mind, although your list may change as you research the conflict. Fill out the chart below and submit it to your teacher for approval.

Preliminary Topic Proposal Form

- **Topic:** What is the problem being addressed?

- **Rationale:** Why is your proposal needed?

- **Stakeholders:** What groups can you initially identify as involved in the conflict?

- **Research Assignments:**

- **Deadlines:**

• Source Evaluation Sheets: _____	Presentation Draft: _____
• Annotated Bibliography: _____	Formal Presentation: _____
• Individual Position Papers: _____	Personal Reflections: _____
• Structured Discussion _____	

My Notes

Article

"Stay of Execution for Sea Lions at Bonneville Dam"

THE HUMANE SOCIETY OF THE UNITED STATES

- 1 On April 1, The HSUS negotiated a temporary stay of execution for sea lions with the National Marine Fisheries Service and the states of Washington and Oregon.
- 2 NMFS had authorized the states to begin shooting as many as 85 sea lions this April to prevent them from consuming a mere 0.4 to 4.2 percent of salmon and steelhead near Bonneville Dam, even though the states have recently proposed to increase fishing quotas by 33 percent (from 9 to 12 percent) in light of expected record Chinook salmon runs for 2008.
- 3 The HSUS and Wild Fish Conservation, along with individual citizens, have filed suit to block the 5-year program that could result in the deaths of 425 California sea lions.
- 4 Under the agreement reached this week, no sea lions will be killed until the court can hear arguments on The HSUS's request to halt the entire program. The Court is expected to make a decision on or before April 18, 2008.

5 **FACTS:**

While birds, other fish, sea lions, and fishermen all kill salmon, the primary threats are from loss of quality spawning habitat and dams blocking their normal migratory routes up and down river.

The major causes of salmon losses are:

- Dams: NMFS estimates the Federal Columbia River Power System kills 16.8 percent of adult Snake River Basin Steelhead and 59.9 percent of juveniles.
- Fishing: NMFS authorizes the incidental take of between 5.5 and 17 percent of the Upper Columbia spring Chinook and Upper Snake River spring/summer Chinook.
- Birds: NMFS estimated that avian predators consumed 18 percent of juvenile salmonids reaching the Columbia River estuary in 1998.
- Research: In 2003, NMFS authorized a research permit to take 4.8 percent of listed sockeye.

- 6 The plan to shoot sea lions coincides with estimates that this spring's Columbia River salmon run is likely to be the third largest in almost 30 years, and a likely 200 percent increase in total fish over 2007.

As you investigate the issue of your choice, you must evaluate your sources for subjectivity and types of appeals. Unlike most printed sources, information posted on Web sites is not always checked for factual accuracy. Be sure to use reliable and credible sites in your research.

Use the template below to **evaluate** a web site as your teacher guides you.

Topics and Questions	Responses
<p>The URL:</p> <ul style="list-style-type: none"> • What is the Web site’s domain? (.com = for-profit organization; .gov, .mil, .us (or other country code) = a government site; .edu = an educational institution; .org = a nonprofit organization) • Is this URL a professional or personal page? • Why might using information from a personal page be a problem? 	<p>List Web site (title and URL).</p> <p>What can you tell from the URL?</p>
<p>Sponsor:</p> <ul style="list-style-type: none"> • What organization or group sponsors the Web page? • If it has a link (often called “About Us”) that leads you to that information, what can you learn about the sponsor? 	<p>What can you learn about the page’s sponsor?</p>
<p>Timeliness:</p> <ul style="list-style-type: none"> • When was the page last updated (usually posted at the top or bottom of the page)? A current date usually means the information is up-to-date. 	<p>What can you learn about the page’s timeliness?</p>
<p>Purpose:</p> <ul style="list-style-type: none"> • What is the purpose of the page? • Who is the target audience? • Does the page present information or opinion? Is the information objective or subjective? How do you know? 	<p>What can you tell about the page’s purpose?</p>
<p>Author/Publisher:</p> <ul style="list-style-type: none"> • Who publishes this page? If you don’t know, try to find out whether the publisher is an expert on the topic. • What credentials does the author have? • Is this person or group considered an authority on the topic? How do you know? 	<p>What else can you learn about the author?</p>
<p>Links:</p> <ul style="list-style-type: none"> • Does the page provide links that work? • Do the links go to authoritative sources? • Are they objective or subjective? 	<p>What can you tell from the links provided?</p>

What's at Stake?

You and your group have selected a topic that you need to research in preparation for designing a presentation to your classmates. Your presentation for Embedded Assessment 2 will be a multimedia presentation with sound and graphics. As you research your topic, choose multiple sources that provide accurate, reliable information. Be sure to include materials from which you can create graphics or identify images you may want to use in your presentation. You will want to include a variety of graphics or images that represent the range of views from multiple sources, so organize your information by subtopic for each possible graphic or image. Also collect and organize information for creating charts or other visuals that would help your audience understand the topic or specific points you want to make. Be sure to identify sources clearly in case you need to revisit the source for additional information or images.

You will each find at least three sources, keeping in mind that you are trying to identify a broad range of stakeholder positions relative to your topic.

- For each source you collect, you will use the MLA format to create an annotated bibliography entry. Annotated bibliographies are tools for tracking and processing research work you do. (A form for creating your own annotated bibliography appears on page 398.)
- Entries typically consist of two parts: a complete bibliographic citation for the source and an annotation. For this task, the annotation will (1) summarize the information you found in the source, (2) assess the degree to which the source was helpful in your research and (3) reflect on how reliable the source is, given the level of subjectivity or the narrowness of the perspective it presents.
- On the next page, you will find sample entries. Your teacher will provide more examples.

Sample Magazine Entry

Author(s). “Title of Article.” Magazine Title. Publication date or issue: page number.

Citation: Hewitt, Bill. “A Roaring Battle Over Sea Lions.” People. June 8, 2008: 97–98.

Summary/Commentary: Hewitt presents a balanced perspective on the conflict, as well as a little history regarding the situation there. He identifies (and quotes) at least five major stakeholders and suggests many others as well. By quoting his sources, he presents their arguments without taking sides himself.

Sample Web Site Entry

Author(s). “Title of Article” (if it applies). Source of Article. Year/Date (of publication). Name of Institution/Organization/Publication. Date of access <URL>.

Citation: Humane Society of the United States. “Stay of Execution for Sea Lions at Bonneville Dam.” 3 April 2008. Humane Society of the United States. 5 June 2008.

http://www.hsus.org/marine_mammals/marine_mammals_news/bonneville_suit_040308_1.html

Summary/Commentary: This online article presents an objective account of the status of the legal suit objecting to the elimination of sea lions that were eating salmon at Bonneville Dam. While the language of the article is fairly unbiased, the writer uses facts to support a clear point of view—that the sea lions are not the problem, and that they are therefore victims. It reveals the Humane Society as a major stakeholder in the controversy. It also mentions the Wild Fish Conservation organization.

Use the annotated bibliography form on the following page to create your own entries.

What's at Stake?

Once you have completed your annotated entries, compile a complete annotated bibliography as a group. The bibliography should be in alphabetical order. You will also need to complete a source evaluation sheet for each online resource you use.

Source 1:

Annotation:

Source 2:

Annotation:

Source 3:

Annotation:

Evaluating Your Online Sources — Response Sheet

Using the response form below as a template, respond to the questions on page 395. Complete one form for each of your online sources.

List Web site (title and URL):

What can you tell from the URL?

What can you learn about the page's sponsor?

What can you learn about the page's timeliness?

What can you tell about the page's purpose?

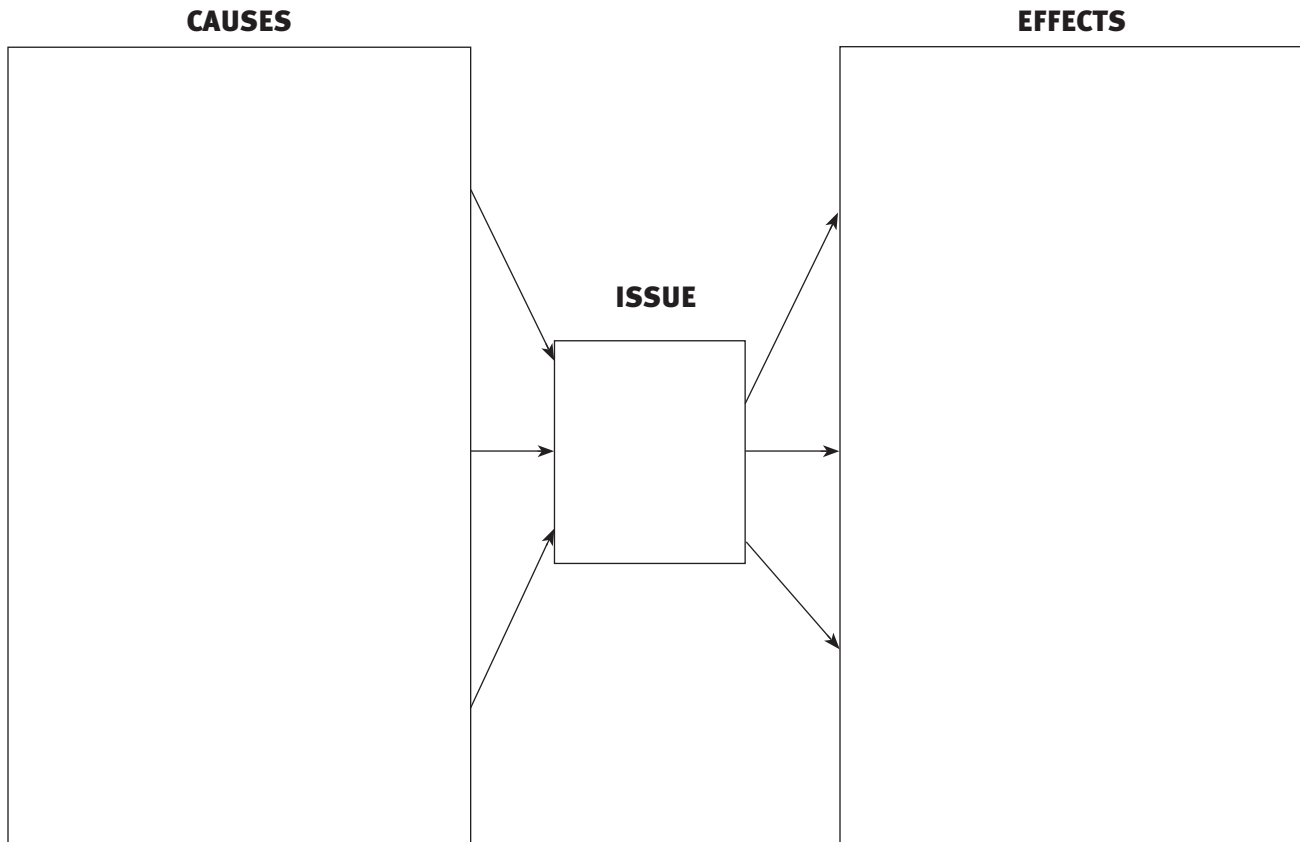
What else can you learn about the author?

What can you tell from the links provided?

Creating and Delivering a Position Paper

SUGGESTED LEARNING STRATEGIES: Graphic Organizer, Outlining

1. Generate a list of major points in support of your stakeholder position. In particular, look for evidence to establish or refute key causal claims. Consider what information you may wish to quote in your paper. (Remember, you must cite at least three sources.) Be sure to document each piece of information you plan to use.



Writing Prompt: Based on what you have identified as your stakeholders' central concerns, organize your points into an outline that makes a case for their position on the issue. Use the Components of My Argument organizer on the next page as a general outline and for taking notes; however, because your work is to be delivered to your group, draft the paper as a speech. Analyze your purpose and your audience and address their needs accordingly. Be sure to include a formal introduction to establish your perspective. Use clear topic sentences to link each paragraph to your claim. Use direct quotes or paraphrased information (with credit to the source) to support your position. End with a formal conclusion that restates your claim and presents a call to action or a proposal for actions you would like listeners to take. Where appropriate, include graphics and illustrations to help you explain concepts or support your position.

Analyze the purpose and audience for your presentation, and base the development of your ideas on those needs. Use the following organizer to help you plan your presentation so that it reflects a logical progression of ideas, addresses the needs of the audience, clearly states your position and support, and defines the action you want your audience to take.

Components of My Argument

Element of Argument	Key Points or Information
<p>Hook: Grab your audience’s attention and establish your subject.</p>	
<p>Claim: State your basic position in a thesis statement.</p>	
<p>Support: Support your position/ thesis statement to reflect a clear point of view for your audience on the issue with facts and other forms of information, and cite your sources, including background information that explains why you are concerned about the issue.</p>	
<p>Concessions / Refutations:</p> <ul style="list-style-type: none"> • Build credibility by objectively discussing other sides or perspectives on the issue. • Identify common ground on which you and your opponents can agree. 	
<p>Call to Action: Propose the solutions you would like to see, and suggest what the benefits might be of adopting them.</p>	

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Creating and Delivering a Position Paper

Orally Citing Sources in a Speech

Doing the research is only part of the job in writing a speech. You must also incorporate your research into the speech itself through citation. You will be perceived as a more credible speaker when you use multiple sources and cite them in the body of your speech.

As you write your speech, summarize and paraphrase information from your sources rather than overusing verbatim quotes. Your goal is to incorporate your own viewpoint and support it by linking information from multiple sources into a cohesive speech. Use verbatim quotes to add emphasis to major points.

You cannot use information from a Web site, book, journal article, newspaper article, television program, radio broadcast, or any other written or spoken source, without giving credit to the source. Not providing this information is considered unethical and even an act of plagiarism.

Tips on citing sources within your speech or oral presentation:

- Do not say “quote, unquote” when you offer a direct quotation. Use brief pauses to frame the quotation instead. You may say “quote” if you’re trying to emphasize the quotation.
- Provide enough information about each source so that your audience could, with a little effort, find it online or at the library.
- If your source is unknown to your audience, provide enough information to establish its credibility. Typically you should suggest the source’s credentials by stating the expertise provided and the qualifications of the source’s experts on the topic.

EXAMPLES

For a book with one author:

Mention: Author, brief credentials, date, and title.

Dr. Derek Bok, President Emeritus of Harvard University, wrote in his 2005 book, *Our Underachieving Colleges*, that ...

For a book with two or more authors:

Mention: Authors by last name, brief credentials, date, and title.

In the 1979 edition of *The Elements of Style*, renowned grammarians and composition stylists Strunk and White encourage every writer to “make every word tell.”

For a Web site:

Mention: Site title, credentials, and date last updated

One of the most active developers of neurotechnology, Cyberkinetics, claims on its Web site, last updated on March 24, 2006, that...

For a TV or radio show:

Mention: Name of show, date it aired, title of story, and name of reporter

On March 24, 2006, National Public Radio's Morning Edition aired a story by reporter Christopher Joyce entitled, "Greenland glaciers moving more quickly to the ocean." In the story, experts claimed

For an interview you performed:

Mention: Name, date, and credentials.

In a personal interview conducted on February 12, 2006, with Charlotte Maddux, Director of the local chapter of the American Cancer Society, she told me....

For a print magazine:

Mention: Name of publication, name of reporter, and date.

According to a feature article written by reporter Kelli Brown about the rising costs of medicine in the March 27, 2006, issue of *Time* magazine

For a newspaper:

Mention: Name of reporter, name of publication, date, and version (print or electronic version). Providing additional information may give credibility to the source.

In a front page article in the January 17, 2006, edition of *The Washington Post*, reporter Dana Milbank quoted White House Chief of Staff, Andrew H. Card, Jr., who said,

For a reference work:

Mention: Title, credentials, and date of publication.

The 2005 edition of *Simmons Market Research*, considered the nation's leading authority on the behavior of the American consumer, notes....

Creating and Delivering Your Position Paper

Planning Citations:

Look at your outline, and for each section draft a source citation using the models on the previous page. Write the citations below, even though you may not use all of them. Remember, you must cite at least three sources in your individual position paper and in your group presentation.

Hook/Claim:

Supporting point 1:

Supporting point 2:

Supporting point 3:

Concession/refutation point:

Call to Action:

Presenting a Solution to an Environmental Conflict

SUGGESTED LEARNING STRATEGIES: Discussion Groups, Drafting, Oral Presentation

Assignment

Your assignment is to work with others to present a solution to an environmental conflict that has intercultural or international implications. As a group, you will deliver a multimedia presentation with sound, images, and graphics that contextualizes the conflict for your classmates and justifies your approach to resolving it. Consider your audience and include a range of appeals, such as case studies, anecdotes, images, analogies, and descriptions.

Steps

Planning

1. Present your position paper to your group. It should represent the best case for your position and advocate your stakeholder concerns. As each group member presents, record main points and any questions you have.
2. After the presentations, each group member should summarize another member's perspective and identify common ground or significant conflicts.
3. In an open discussion, engage in a conversation that identifies common ground, significant obstacles, and potential solutions. Then evaluate which solutions might actually work.

Drafting and Organizing

4. Consider the whole range of views on the topic and from a variety of reliable sources. Organize information, noting sources for quotations and visuals. Merge arguments from each position into one you all can accept. Use the solution/proposal structures modeled in Activities 5.10 and 5.11. Select arguments that bridge gaps and provide potential solutions to the problems and concerns. Using information from multiple sources, create graphics that support your arguments.
5. Following the discussion, group members should collaboratively create a multimedia presentation that proposes a solution to the problem, reflects a logical progression of ideas, and presents the range of stakeholders' views honestly and accurately.
6. Decide which position papers (if any) will be used as part of your presentation; use the Presentation Agenda on the next page to consider different organizational strategies.

Rehearsing and Delivering

7. Practice delivering your presentation. Use the assessment questions on page 407 to make sure you have considered all the key elements.
8. Deliver the presentation to the class. Listening students will complete evaluation forms.
9. After completing the presentation, use listening students' evaluation forms to write a reflection examining your process.

Presentation Agenda

Once you and your group members have chosen three texts to present, create a presentation agenda showing the estimated time frame for each activity. Your teacher will assign a time frame for presentations. Break down each segment and estimate the time needed to present each portion to the class.

Estimated Presentation Time Frame: _____ minutes

I. Overview Presentation: _____ minutes

Group member/s:

Objective and Audience Connection:

II. First Piece: _____ minutes

Group member/s:

Objective and Audience Connection:

III. Second Piece: _____ minutes

Group member/s:

Objective and Audience Connection:

IV. Third Piece: _____ minutes

Group member/s:

Objective and Audience Connection:

V. Conclusion: _____ minutes

Group member/s:

Proposed resolution of the conflict:

Assessment Questions

Before you present your project, answer the following questions to be certain that you have fulfilled all the requirements:

- ▶ Do you have an engaging opening to grab your audience’s attention?

- ▶ Have you provided enough historical overview and background information to help the class understand the conflict? Do your thesis and your analysis of the situation provide a clearly stated point of view for your audience? _____ Who is presenting this part?

- ▶ Have you chosen at least three stakeholder positions to present to the class?

- ▶ Have you organized how you will present the stakeholder positions to the class?

- ▶ Do you have an explanation of the possible solutions planned and their likely impact? _____ Who will present this?

- ▶ Do you cite at least three sources to increase your credibility and support your claims?

- ▶ Do you have a map or other graphics or illustrations to engage the audience and help you explain concepts?

- ▶ What other audience engagement techniques will you use?

- ▶ Do you have engaging speakers and speeches to keep the audience actively involved?

- ▶ Will all the group members be involved in the presentation?

- ▶ Do you have an effective conclusion?

If you answered “yes” to all of the above questions, you are ready for your presentation. If you answered “no” to any questions, revise your presentation to meet these guidelines.

Peer Evaluation

Fill out this form during your peers' presentation and use it to help you complete the Evaluative Feedback form on the next page.

Questions/Commentary	Notetaking Area
Summary Section	

Evaluative Feedback

Complete this Evaluative Feedback form following each group's presentation.

Group members:

Topic of the conflict presented:

Create a graphic organizer that shows the causes of the conflict and the proposed solution(s). Then evaluate the group's proposed solution(s): Do you think the solution(s) will satisfy all stakeholders and resolve the issue effectively? Why or why not?

State two questions that you still have about this conflict.

How persuasive was the proposed solution? Identify the specific aspects of the presentation's content, organization, or delivery (including the use of media) that contributed to its credibility or most enhanced its persuasiveness.

Self-Evaluation

Reflecting on My Group's Presentation

Complete this page reflecting on your group's presentation.

- ▶ How do you think your group's presentation went? Cite the Evaluative Feedback forms you received from your peers to support your answer.

- ▶ What turned out differently from what you expected? What went precisely as expected during your presentation?

- ▶ Describe the audience engagement strategies you and your group members used in your presentation. Were those strategies effective at teaching/presenting your conflict to your peers? Why or why not?

- ▶ What challenges did you and your group members face in either planning the presentation or presenting the information? How did you overcome those challenges?

- ▶ How did your engagement in this process affect your personal position on the topic you chose?

SCORING GUIDE

Scoring Criteria	Exemplary	Proficient	Emerging
Research Process	Students' selected sources indicate extensive research. The annotated bibliography and source sheets provide more than enough credible sources.	Students' selected sources indicate thorough research. The annotated bibliography and source sheets are completed and present all required information.	Students' selected sources fail to capture the essence of the cultural conflict. The annotated bibliography and source sheets are incomplete or show only cursory analysis of the sources.
Presentation	Students craft an engaging, well-organized presentation. Information from sources is effectively incorporated and correctly cited. Media (music, visual aids, etc.) effectively enhance audience appeal and persuasiveness. All members contribute.	Students craft an informative, well-organized presentation. Information from sources is incorporated and cited. Media (music, visual aids, etc.) enhance presentation of the content. All members contribute.	Students craft an uneven presentation. Information from sources may be absent or inadequately cited. Media (music, visual aids, etc.) distract or are underutilized. Not all members contribute.
Reflective Text	Students use the Evaluative Feedback forms to perceptively analyze how their own perspective on the issue was influenced. Specific and well-chosen examples are cited to support analysis.	Students use the Evaluative Feedback forms to thoroughly analyze how their own perspective on the issue was influenced. Relevant examples are cited to support the analysis.	Students fail to use the Evaluative Feedback forms to adequately analyze how their own perspective on the issue was influenced. Too few or no examples are cited to support analysis.
Additional Criteria			

Comments: _____

Learning Focus:

Setting the Stage for Growth

Throughout the year, you have had opportunities to reflect on your learning as a result of your engagement in various activities. You have revisited the **essential questions** and **academic vocabulary** that are central to each unit—and to this course as a whole. But have you ever stopped to think about how what you do in this class links to what you might want to do in life? How might the skills and knowledge you develop in an English class be relevant to what goes on outside the hallowed halls of your school? In the remainder of this unit, you will have the opportunity to consider this, and you will even consult someone from the “real world” to see what insights they can provide.

This unit marks the culmination of your sophomore year, and you will have the opportunity to conduct an extensive self-evaluation of your current academic abilities as a reader, writer, researcher, collaborator, and presenter. It’s a chance to reflect on where you are (in school and in life), where you want to go, and what skills you need to help you get there. Based on this reflection, you can craft a plan for your own academic future and share it with those people who might help you achieve the goals you set for yourself.

Mapping Expectations

SUGGESTED LEARNING STRATEGIES: Quickwrite, Summarizing

Revisit one of the Essential Questions for this unit and write your thoughts.

What is the value of self-reflection in preparing for one's future?

Quickwrite: Standards are common to everyday life. Schools, organizations, jobs, military, and other institutions rely on them. Why do we rely on standards, and how do they help both the learner and evaluator?

Mapping Expectations

Using the description of College Readiness Standards your teacher has given you, create a graphic or map that identifies key skills and knowledge you will need if you attend college. Use an image or approach that will help you to understand how the various standards fit together.

Summary of Standard:**Visual Representation:****Reading****Writing****Speaking****Listening****Media Literacy**

Reading the Signs

SUGGESTED LEARNING STRATEGIES: Graphic Organizer, Drafting, Sharing and Responding, Adding, Deleting, Rearranging

Look at the standards and your descriptions in Activity 5.15. Using different colors, code your summaries to identify areas you think are your strengths and those in which you think you need more experience and growth. Use a third color to indicate an area in which you have grown substantially this year.

Next, choose three or four standards in which you have grown substantially this year. Identify pieces of work from your portfolio: one showing your skills at the beginning of the year and the other demonstrating your growth this year. Draft a paragraph for each standard you chose. Use the following questions to guide your reflection.

- What skills did you possess at the beginning of the school year?
- How does the first piece reflect those skills?
- What activities or strategies from this year's work helped you improve?
- How does the second piece reflect your growth?
- What goals do you have in this area for next year?

Reading the Signs

Identify three standards you feel are in areas in which you need additional experience and growth. Identify artifacts from your portfolio that help you explain and support your self-evaluation.

Standard	Explain Why You Rated Your Performance as You Did

Off to See the Wizard

SUGGESTED LEARNING STRATEGIES: Role Playing, Notetaking

Levels of Questions

A successful interview hinges on questions that stimulate thoughtful responses. Levels of questions can be modified in order to help the interviewee reflect on his or her life. Be sure to ask open-ended questions and follow-up questions to encourage the best reflection.

Level of Questions	An Opportunity to Practice
Level 1 Questions of Fact: What has the interviewee experienced? Examples: What kind of writing do you do at work? What has helped you improve as a writer?	1
	2
	3
Level 2 Questions of Inference: What has the interviewee learned? Examples: How important are communication skills in your job? What was the most valuable thing you learned in your high school English classes?	1
	2
	3
Level 3 Questions of Generalization: Why does it matter? Examples: Why are listening skills important to college readiness? What advice do you have on how to improve my writing?	1
	2
	3

Plotting My Course

SUGGESTED LEARNING STRATEGIES: Graphic Organizer

Combine insights you gained from your interviews with the strengths and weaknesses you identified in your self-assessments in Activities 5.15 and 5.16. Then develop an action plan for improving your academic readiness.

Explain your action plan:	
Identify goals to support your action plan. Be specific and explain how they support the targeted standard.	How will you support each step to make that goal a reality?

An Academic Journey: Create a graphic of your goals that represents a pathway from the present to where you want to be in the future.

Essential Question: What is the value of self-reflection in preparing for one's future?

Presenting My Portfolio

SUGGESTED LEARNING STRATEGIES: **Drafting, RAFT**

Assignment

Your assignment is to write a letter in which you reflect on your growth as a student this year, identify areas you are going to target for future growth, and explain how you plan to address those areas in the future. You will need to choose an audience, collect your information and convey it accurately, organize the information effectively, anticipate and address your readers' potential questions, and format your letter to make it attractive and easy to read.

Steps

Planning

1. Review the list of skills necessary for college success. For each skill that you have identified and discussed in class, re-evaluate your level of readiness, keeping in mind what you have learned from your interview and from your reflection during the last few activities.
2. Select an audience for your letter and consider what role or voice you will assume in the letter.

Drafting and Organizing

3. Look carefully at those skills in which you feel you have a high degree of competence. Revisit your portfolio and select evidence to support your self-assessment. If some evidence is not reflected in your portfolio but in other achievements, write an explanation about how you have achieved readiness in this area.
4. Next, describe those areas in which you have grown significantly this year, citing evidence from your portfolio to support your assessment.
5. Now think about those areas you have identified where you are not yet at a level of academic readiness. Explain how you will target those areas in the future, keeping in mind what you learned from your interview and what your options are in your school.
6. Draft your letter to the audience you have selected.

Revising and Presenting

7. Present your portfolio and your revised letter to your teacher and another interested audience (parent, mentor, counselor, etc.) who will complete a portfolio response as you celebrate the work you have done to prepare for college success and the plans you have made to reach your goals.
8. Revise the final draft of your letter based on the feedback you receive from your teacher and your audience.

SCORING GUIDE

Scoring Criteria	Exemplary	Proficient	Emerging
Dear Reader Letter	<p>Student crafts a Dear Reader letter that:</p> <ul style="list-style-type: none"> insightfully and descriptively discusses his or her own academic readiness; clearly supports areas of competence and areas to target for future growth with reflective commentary and varied examples that directly connect to the writer’s analysis; demonstrates a clear and plausible plan describing strategies for reaching future goals. 	<p>Student crafts a Dear Reader letter that:</p> <ul style="list-style-type: none"> clearly addresses his or her own academic readiness; supports areas of competence and areas to target for future growth with sufficient commentary and examples that directly connect to the writer’s analysis; demonstrates a plan describing strategies for reaching future goals. 	<p>Student attempts to craft a Dear Reader letter that:</p> <ul style="list-style-type: none"> addresses some of his or her own academic readiness of language art’s skills; supports areas of competence and areas to target for future growth with general commentary and limited examples that indirectly connect to the writer’s analysis; demonstrates an incomplete plan that may not describe strategies for reaching future goals.
Organization	<p>The letter is multi-paragraphed and logically organized in a way that conveys the role of the author and enhances the understanding of the chosen audience.</p>	<p>The letter is multi-paragraphed and organized in a way that demonstrates the role of the author and shows an understanding of the chosen audience.</p>	<p>The letter may not be multi-paragraphed or organized in a way that conveys the role of the author or shows an understanding of the chosen audience.</p>

SCORING GUIDE

Scoring Criteria	Exemplary	Proficient	Emerging
Presentation	<p>The student skillfully and effectively uses the Dear Reader letter and portfolio artifacts to clearly communicate to his or her chosen audience.</p> <p>The student effectively revises his or her Dear Reader letter based on specific feedback provided by the audience.</p>	<p>The student uses the Dear Reader letter and portfolio artifacts to clearly communicate to his or her chosen audience.</p> <p>The student revises his or her Dear Reader letter based on general feedback provided by the audience.</p>	<p>The student attempts to use the Dear Reader letter and portfolio artifacts to communicate to his or her chosen audience; however, the Dear Reader letter revision does little to respond to the feedback provided by the audience.</p>
Additional Criteria			

Comments:

Reflection

An important aspect of growing as a learner is to reflect on where you have been, what you have accomplished, what helped you to learn, and how you will apply your new knowledge in the future. Use the following questions to guide your thinking and to identify evidence of your learning. Use separate notebook paper.

Thinking about Concepts

1. Using specific examples from this unit, respond to the Essential Questions:
 - How do cultural differences contribute to conflicts over environmental issues?
 - What is the value of self-reflection in preparing for one's future?
2. Consider the new academic vocabulary from this unit (**Documentary Film, Objectivity, Subjectivity**) as well as academic vocabulary from previous units, and select 3–4 terms of which your understanding has grown. For each term, answer the following questions:
 - What was your understanding of the word prior to the unit?
 - How has your understanding of the word evolved throughout the unit?
 - How will you apply your understanding in the future?

Thinking about Connections

3. Review the activities and products (artifacts) you created. Choose those that most reflect your growth or increase in understanding.
4. For each artifact that you choose, record, respond to, and reflect on your thinking and understanding, using the following questions as a guide:
 - a. What skill/knowledge does this artifact reflect, and how did you learn this skill/knowledge?
 - b. How did your understanding of the power of language expand through your engagement with this artifact?
 - c. How will you apply this skill or knowledge in the future?
5. Create this reflection as Portfolio pages—one for each artifact you choose. Use the model in the box for your headings and commentary on questions.

Thinking About Thinking

Portfolio Entry

Concept:

Description of Artifact:

Commentary on Questions: