

Course Title – Humanities Seminar

Implement start year – 2017-2018

Revision Committee Members, email, extension – William Bausch, wbausch@lrhsd.org, x8327; Eric O’Neill, oneill@lrhsd.org, x8005; Rocky Panarella, rpanarella@lrhsd.org, x8222; Matt Shultz, mshultz@lrhsd.org, x2228

Unit # 1 – Man and Nature

Transfer Goal –

Students will be able to independently use their learning to analyze, evaluate, and then apply different perspectives on man’s relationship to nature to environmental issues today.

Stage 1 – Desired Results

Established Goals

2014 NJCCC Standard(s), Strand(s)/CPI #

(<http://www.state.nj.us/education/cccs/2014/ss/standards.pdf>)

6.2.8.A.1.a

Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies.

6.2.8.B.1.b

Compare and contrast how nomadic and agrarian societies used land and natural resources.

6.2.8.B.3.a

Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

6.2.8.C.3.c

Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

6.2.12.C.3.d

21st Century Themes

(www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.

6.2.12.D.3.b

Explain how industrialization and urbanization affected class structure, family life, and the daily lives of men, women, and children.

6.3. 4.B.1

Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.

6.3.8.C.1

Contact local officials and community members to obtain information about the local school district or municipal budget and assess budget priorities.

Common Core Curriculum Standards for Math and English

(<http://www.corestandards.org/>)

[CCSS.ELA-Literacy.RH.11-12.2](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

[CCSS.ELA-Literacy.RH.11-12.3](#)

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

[CCSS.ELA-Literacy.RH.11-12.6](#)

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

[CCSS.ELA-Literacy.RH.11-12.7](#)

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

[CCSS.ELA-Literacy.RH.11-12.8](#)

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

[CCSS.ELA-Literacy.RH.11-12.9](#)

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Flexibility and Adaptability

Initiative and Self-Direction

Social and Cross-Cultural Skills

Productivity and Accountability

Leadership and Responsibility

<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> People can both influence and be influenced by nature in a positive or negative way.</p> <p><i>EU 2</i> Humanity’s relationship with nature is expressed through its beliefs, priorities, and the arts.</p> <p><i>EU 3</i> The environment of the future is directly impacted by humanity’s actions today.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How can people interact with nature in a positive way? • How has the environment been impacted over time by mankind? • How have the individual and society been impacted by nature throughout history? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • What does the relationship between man and nature say about humanity? • How have people expressed their beliefs about nature through the arts (music, literature, painting, etc.), philosophy, and religion? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • What are some current challenges humanity faces because of our past and present mismanagement of nature? • What are the best actions to take to leave a better environment for our descendants? • How can we effectively communicate the urgency of meeting current and future environmental challenges?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • The effects of the industry and technology on the environment. • The impacts of the environment on early civilizations. • The ways that nature can act as a creative or destructive force. • Examples of humanity’s attempts to conserve or protect nature. <p><i>EU 2</i></p>	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1, 2, 3</i></p> <ul style="list-style-type: none"> • Research historical and current sources in order to find facts and arguments about man and nature. • Assess the impact of the environment on migration patterns. • Compare and contrast multiple perspectives on environmental issues. • Evaluate art that has been influenced by nature.

<ul style="list-style-type: none"> • Beliefs about nature as expressed by artists, religious leaders, and philosophers. • Examples of creative works influenced by nature. • Principles of artistic and literary theory. • Environmental laws and policies. • Environmental activist organizations. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Scientific projections of trends of climate change. • Recommendations about how to address current environmental problems. • International responses to environmental challenges. 	<ul style="list-style-type: none"> • Compare and contrast the successes and failures of government legislation on the environment. • Determine how industrialization has created environmental hardships for varying nations. • Create plans to solve environmental problems based upon research and class discussion. • Analyze the relationship between wealth and environmental responsibility. • Debate the most appropriate response of society and the individual to current environmental challenges. • Explain how environmental activist organizations impact society.
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Stage 2 – Assessment Evidence

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- tests
- projects
- quizzes
- group work
- worksheets
- discussion/debate
- dialogues

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

This is a list of possible activities to be implemented in the humanities classroom. Not every teacher will include every activity in his or her learning plan.

- Teacher notes and PowerPoint presentations on key concepts of nature (A).
- Debate the issue of global warming and related climate change (M).
- View “Gasland” and discuss the impacts of fracking (A, M).
- View “An Inconvenient Truth” and discuss the impacts of global warming (A, M).
- View excerpts of “Planet Earth” (A).
- View excerpts of nature-related reality shows (“Man vs. Wild”, “Survivor”, “Alone”, etc.) and discuss ways of using nature to survive (A, M).
- View “The Cove” or “Blackfish” and discuss man’s relationship with marine life (A, M).
- View “All is Lost” or “Castaway” and discuss how man survives with limited resources (A, M).
- Read and discuss articles about the evolution of society in regards to nature (M).
- Read narratives of explorers and evaluate the reasons why each fails or succeeds in adapting to nature (Lewis & Clark, Ernest Shackleton, Neil Armstrong) (A, M).
- Create a timeline of environmental disasters (A).
- Compare and contrast nature myths with scientific theories about nature and the origin of mankind (Darwin, Watson & Crick) (A, M).
- Compare and contrast the diets of different cultures and their impact on nature (source of food, packaging, sustainability) (A, M).
- Think, Pair, Share on the Industrial Revolution (A, M).
- Examine forms of artistic expression at a regional Art Museum (A).
- Compare Native American housing and its relationship to geography with that of other cultures (M).
- Class debate about man’s diet and its effect on nature (M).
- Create a work of art based upon a movement of Vivaldi’s “The Four Seasons” (M, T).
- Analyze images on the effects of industrialization on society (M).
- Read and analyze works by Romantic and Transcendentalist authors (A, M).
- Read excerpts from “A Walk in the Woods” and/or “Into the Wild” and/or “Wild” and/or view the films and discuss nature as a refuge (A, M).
- Analyze an image of a natural scene using the principles of art criticism (A, M, T).

- Write essays reflecting on various works of art and literature in regards to nature (M).
- Research and then join an environmental advocacy organization (A, M, T).
- Film a short documentary about an environmental concern (M, T).
- Guest speaker from an environmental discipline or career (A).
- Create a list of the most life-altering inventions and discuss the impact of those inventions on the environment (A, M).
- Track and analyze your family's carbon footprint through the use of a journal or chart and devise ways to improve it (T).
- Research different renewable sources of energy (A).