

## SEL Book Bag

**Title:** Rachel Carson and Her Book That Changed the World

**Author:** Laurie Lawlor

**Grade Levels:** 1-2

**SEL Competency:** Self Awareness

**SEL Student SWBAT:**

**Students will be able to identify age-appropriate vocabulary words to label their emotions when they are listening to the sounds of nature. They will be able to “paint” the sounds they hear and practice being a “biologist” like Rachel Carson.**

Book Overview: A biography of the **pioneering scientist and environmentalist, Rachel Carson**, author of Silent Spring.

"Once you are aware of the wonder and beauty of earth, you will want to learn about it," wrote Rachel Carson.

Determined and curious even as a child, Rachel Carson's fascination with the natural world led her to study biology, and pursue a career in science at a time when very few women worked in the field. This lyrical, illustrated biography follows Carson's journey—from a girl exploring the woods, to a woman working to help support her family during the Great Depression, to a journalist and pioneering researcher, investigating and exposing the harmful effects of pesticide overuse.

### Activity Materials:

- Vocabulary cards: [https://docs.google.com/document/d/14ukWs1zCVYn1MzHGoiMrEm74t7LKBSRAd\\_js3DgWzcM/edit](https://docs.google.com/document/d/14ukWs1zCVYn1MzHGoiMrEm74t7LKBSRAd_js3DgWzcM/edit)
- Watercolor pallets
- Watercolor paper

### Directions:

1. Introduce Rachel carson: Consider doing this during this lesson during Women's history month in March.

1.  Rachel Carson and Her Book that Changed the World - Read Aloud \* This is a long biography with rich vocabulary. Consider play or replaying this story link to your students as needed.

2. A quick look at her accomplishments:

▶ Meet Rachel Carson | One Stop Science Shop

2. Brain Break: “Noise Isolation” There are a variety of sounds that your students hear when they’re in your classroom, from students walking in the hallway to outdoor construction noise. Have your students focus on one noise and describe it to themselves and recall the last time they interacted with it. Try this activity in the classroom and then take students outdoors to listen to the “Noises of Nature”

3. When students return to the classroom, have them identify three things they heard outdoors, example: bees buzzing, birds chirping, wind blowing. Can you hear the grass crunching? \*try to keep them focused on natural sounds vs. man made sounds.

4. After identifying the sounds, record them on the white board and have a few students attach an image or color to the sound (example: “Bees buzzing looks yellow and makes me feel excited!”)

5. After several ideas have been shared, have students paint their 3 sounds with watercolors and discuss how they feel when they think of their sounds.



\*Example of something abstract. Paintings could be more concrete as well.

6. Extension: Rachel was a Marine Biologist. Imagine you were underwater and think about your 5 senses. Would you be able to hear the “noises of nature” underwater? What might you see or feel? What might you hear on the shore? Students could paint using this theme and have it displayed in classroom.

7. Writing extension: After learning that Rachel’s ideas changed the way we protect our environment, what would you want to protect in nature? Have students use this sentence frame: I would work hard to protect \_\_\_\_\_ by \_\_\_\_\_. example: “I would work hard to protect trees by conserving water in Glenn county.”

