

Draft Lesson Plan Template for the NMU Information Literacy and Leadership Institute

The Information Literacy and Leadership Institute's primary goals are to provide U.P. educators with the tools to incorporate primary source literacy and critical information literacy into their teaching and to facilitate working with archival materials of local and regional interest. Each participant will be asked to create a lesson plan that incorporates the literacies discussed using the historical and Archives content that are discussed during the Institute. The lesson plans will be included on a website that will provide tools to map NMU's archival materials to Michigan K-12 Standards for English Language Arts, History/Social Studies, and technical subjects.

Title of Lesson:

Environmental Argument in Marquette

Materials

[Drive Folder With UPLink Materials](#)

Subject Area:

AP Language and Composition

Grade Level:

11

Approximate Time to Do Lesson: 2-4 Days

Rationale:

The purpose of this lesson is to utilize local historical archival material about environmental activism surrounding Citizens to Save Little Presque Isle and Wetmore Landing to practice identifying movements of effective arguments as well as practicing creating effective arguments. The lesson helps students to understand what makes good arguments, and the lesson pushes students to write their own arguments in response to a modern environmental issue. The lesson will be taught through individual analysis and group work. Critical information literacy is utilized through the usage of the "Critical Analysis of Primary Sources Document Worksheet" which is provided by the NMU Archives.

Standards Addressed:

READING

CCSS.ELA-LITERACY.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-LITERACY.RI.11-12.5

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-LITERACY.RI.11-12.6

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

WRITING

CCSS.ELA-LITERACY.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Modifications for Diverse Learning Needs: Students have been provided a choice in which letter that they analyze as well as which article they choose to read.

Lesson Objectives:

Students will understand the local Citizens to Save Little Presque Isle and Wetmore Landing.

Students will evaluate arguments from historical archives by identifying rhetorical choices made by authors in the letters to the editor.

Students will complete a critical analysis of a primary source using the primary source analysis document.

Lesson Procedures:

Part 1 Discussion and Exploration:

- Begin the lesson by asking students about current environmental movements that they are aware of at the national level. Move on to a discussion of specific local environmental movements that students are currently aware of. List any current issues that students note.
 - If students need more awareness of current issues, give them some time to research.
- Students will browse and find modern environmental debates.
- Follow up by discussing what students find after a brief (5-10-minute) browsing session.

Part 2 Observing a Conversation:

- 4 Jigsaw Texts: A set of argumentative texts provide informed responses emerging from nuanced claims that also respectfully acknowledge counter perspectives. The arguments are selected to make sure students have opportunities to write nuanced claims based on informed and respectful disagreement. They are also of varied lengths and levels of complexity to provide opportunities for differentiation.
 - <https://e360.yale.edu/features/a-troubling-look-at-the-human-toll-of-mountaintop-removal-mining>
 - <https://siepr.stanford.edu/publications/policy-brief/what-killing-us-coal-industry>

- <https://www.wyomingpublicmedia.org/natural-resources-energy/2023-07-14/u-s-house-debates-coals-long-term-future-on-federal-lands>
- <https://www.energy.gov/articles/clean-coal-crucial-american-jobs-energy-security-and-national-supply-chains>
- Students read one article each in groups of three. One article will be left out which will provide some variability between groups.
- Students will annotate the article they read and identify stakeholders, source credibility, significance of particular information, and what they are learning about the issue.
 - A teacher may choose one of the four linked articles and complete the annotation to model the activity.
- Complete a jigsaw conversation utilizing students' annotations about the different articles. Students will rotate through groups and spend time as the experts on their articles. The teacher should illustrate this by explaining what they learned as they annotated the article that they read.

Part 4 A Local Issue:

- Have prepared slides with a short briefing about Citizens to Save Little Presque Isle and Wetmore Landing. Explain how the information about the group can be found at the NMU Archives.
- Present students with the position paper for CSLPWL to use as a “Shared Text”
- Direct students to complete the “Critical Analysis of Primary Sources Document Worksheet” for the position paper.
- Provide students with letters to the editor written by citizens
- Students will browse the letters to the editor and choose a letter that has an argument organization that piques their interest
- Students annotate the letter in the same style as the previous articles in one letter to the editor. Additionally, students should identify claims, evidence, counter-arguments, and qualifiers.
- Students write a paragraph review of the argument structure. Students should identify claims, evidence, counterarguments, and qualifiers

- Groups discuss the letters that they chose, the arguments made, and the annotations that they made
- Students reflect in an individual paragraph the best argument structure they identify in the letters their group read together.

Part 5 Enter a Modern Environmental Conversation:

- Students present the strongest letter that they read. Each group must identify specific details about the argument that makes it a strong argument.
- Present students with the local/ semi-local environmental issues that they listed from day one.
- Students will now write their own “letter” about a current environmental issue that utilizes an argument skill that they identified in their own analysis of the letters to the editor.

Assessment:

- Students must submit their “Critical Analysis of Primary Sources Document Worksheet” for the position paper
- Complete a formative assessment through discussion and review of students' submitted identification of argument structure in their review paragraphs.
- Students will be assessed on whether or not they achieved the argument skill that their group identified as effective in the archive letters as well as if they accurately identified the stakeholders (by choosing who to send the letter to).

Supporting Materials:

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