



Paideia Seminar Lesson Plan



Text:

“This Time It Will Be Different” by Alex Prud’homme

Grade/Subject

HS / Science



Ideas, Values:

Cause and Effect, Power, Fear, Change, Opposition



Pre-Seminar Content



Launch Activity:

Divide students into small groups and provide the opportunity for each group to select one of the following topics for discussion and response. Encourage an even distribution of groups for each topic. Facilitate small group discussion, note taking, and whole class sharing. During the whole class sharing, have students track patterns and trends in various group responses to each topic. Afterward, have students share noted patterns and trends, and record on chart paper.

Power: What is power? What forms does it take? Who holds it? How is it gained, used, and justified?

Change: What is change? What forms does it take? Who is responsible for it? How does change happen?

Inspectional Read:

Distribute the text and ask participants to anticipate what they expect the reading to be like. Have participants label the paragraphs A-D, and as you read the text aloud, have them number the sentences: A 1-10; B 11-14; C 15-19; D sentence 20. Note the genre, structure, level of vocabulary, etc.

Background Information:

Provide a graphic of the Chesapeake Bay area and note the Bay states and tributaries.

Thirty five million years ago, a comet or asteroid-like object hit what is now the lower tip of the Delmarva Peninsula, creating a 55-mile-wide crater. This crater influenced the shape of the region's rivers and determined the eventual location of the Chesapeake Bay. As sea levels fluctuated over the next several million years, the area that is now the Bay alternated between dry land and shallow coastal sea. Glacial formation and melting contributed to the evolution of the landscape, vegetation, and marine population over the course of the next 33 million years.

The first inhabitants arrived in the area around 12,000 years ago, and by the year 1500, there were 24,000 Native Americans living in the region. The year 1607 changed the Chesapeake Bay forever, as English settlers arrived and agricultural, maritime, transportation, and technological progress made lasting impact on the environment.

In 1972 the Clean Water Act was passed, establishing water quality standards and limiting the amount and kind of pollutants that could enter waterways. In the 1980s the Chesapeake Bay Commission was established to coordinate policy across the Bay states. In the years since, many public service and government initiatives have been launched to protect and revitalize the ecosystem of the Bay.

<http://www.chesapeakebay.net/history> (timeline)

Vocabulary:

Provide (or mine participants for) definitions of Rare/Context words: *heralded, model remediation program, impose, apathy, entrenched, abetted, sweeping plans, curtail, high-profile victories, languished, undermined, arterial, overexploitation*. Encourage students to annotate their copies of the text with vocabulary meanings for clarity.





Analytical Read:

Ask participants to read the text a second time with a partner and mark places where cause and effect, power, fear, change, and opposition, are evident in the text. Students should annotate the text by labeling the section and jotting down notes and justification for their labels.

Ask participants to read the text a third time on their own and to complete a T-chart where they record facts and opinions from the text.



Pre-Seminar Process

-  Define and state purpose for Paideia Seminar.
-  Describe the responsibilities of facilitator and participants.
-  Have participants set a Personal Goal.
-  Agree on a Group Goal.

Seminar Questions

Opening (Identify main ideas from the text.):

- ❖ Without providing an explanation, which idea (cause and effect, power, fear, change, opposition) is most important/significant in the text? (round robin response)
- ❖ Why? (spontaneous discussion)

Core (Analyze textual details.):

- ❖ Is the title of the text a good one? Why or why not?
- ❖ Who has power in the Chesapeake Bay? How?
- ❖ Reread paragraph A, sentence 6: "...core problem of fear and change..." How would you explain the meaning of that sentence?
- ❖ What do the author's opinions reveal about his perspective on the Chesapeake Bay?
- ❖ What does Brame mean when he says, "If you can't stop the bleeding, the cancer doesn't matter. But if you do, you still have to deal with the cancer"?

Closing (Personalize and apply the ideas.):

- ❖ How have beliefs, power, fear, opposition, or change impacted actions you have taken (or not taken) in your life?

Post-Seminar Process



Have participants do a written self-assessment of their personal participation goal.

★ Do a group assessment of the social and intellectual goals of seminar.

★ Note reminders for next seminar.



Post-Seminar Content

★ Transition to Writing:

Have participants take notes on ideas that they heard, said, and thought during the seminar.

Encourage participants to revisit the notes they annotated on their text, as well as their ideas from the launch. Have them link the launch ideas to the text and discussion in at least one way.

★ Writing Task:

How do beliefs, power, fear, opposition, and change impact action?
After reading “This Time It Will Be Different,” and our discussion, write an elevator speech in which you examine the causes of action (or inaction) in the Chesapeake Bay. Explain the effects of beliefs on action (or inaction) various organizations are taking (or not taking) in the Bay.



(LDC Task#: 14)



Divide students into small groups of 3-4 and provide the opportunity for each group to brainstorm examples from the text and seminar for each of the following:

1. Action/Inaction in the Chesapeake Bay
2. Beliefs held
3. Fears
4. Opposition
5. Power
6. Change

Provide sticky notes for students. Instruct students to select the top three examples from each category above and to record examples on the sticky notes (one idea per note). Provide a large wall or board space (divided into the six categories) for students to post their examples.

Number students one to six (to rearrange student grouping) and assign group one to *action/inaction* category, group two to *beliefs held* category, and so on. Student groups should work collaboratively to create an affinity diagram for their assigned category. Guide students to generate labels (headings) for each group of ideas they identify within their assigned category.

Allow time for students to complete a Gallery Walk, where they study each of the categories. Encourage students to take notes and find ideas for use in their writing task.



The purpose of the elevator speech is to capture the essence of the text and deliver it to the audience in a concise manner. The structure of the speech should be cause-effect. Students may find the Multi-Flow Thinking Map (<http://thinkingmaps.com/why-thinking-maps-2/>) helpful as they examine the causes and effects of the action/inaction in the Chesapeake Bay. One Multi-Flow Thinking Map should be created per idea selected.

Once students generate their cause-effect maps, they may use the Flow Thinking Map (<http://thinkingmaps.com/why-thinking-maps-2/>) to sequence the flow of their speeches. See a sample template attached to this plan.



Students should use their Flow Thinking Maps to draft their speeches, writing paragraphs as planned in the various maps they constructed. Students may find it easier to begin by writing body paragraphs prior to the introduction and conclusion paragraphs. In this way, students can use their body paragraphs to construct a thesis.



Students should work in triads for peer conferencing, each taking turns to read their speeches aloud, and completing the following task for each speaker.

Prep for this activity by having each student writer complete two conferencing sheets (one for each of the other members in the triad).

Post the following directions on the (interactive) white board:

The writer fills in line 1 and the peer audience members respond to lines 2-5. Each peer audience member completes the conferencing sheet. The student writer may choose to list the same or different responses to line 1 for peer response.

1. You can help me by _____.
2. Tell me what phrases you hear, are surprised by, or stick with you from my speech.
3. What questions come to mind as I deliver my speech?
4. What suggestions (limit to 2-3) could you give me based on what I asked for as help in line 1?
5. What suggestions (limit to 2-3) for oral delivery could you give me based on how I read my speech aloud?

Take turns until all students in the triad have presented and received feedback.



Once students have used the conferencing notes from peers to make changes and revisions, and the second draft is complete, have participants work in groups of three or four, and this time take turns reading each other's second drafts slowly and silently, marking spelling or grammar errors. (Have dictionaries and grammar handbooks/tools available for reference.) Take this opportunity to clarify/reteach any specific grammar strategies you have identified your students may need. Give time for full revisions, resulting in a third and final draft.



Publish:

Students should orally present their speeches to the class. Immediately following each elevator speech, all members of the class audience should complete one index card for the speaker according to the guidelines below. Model feedback and establish firm norms for students prior to beginning the feedback activity. Students should write their names on the back of the index card. The teacher might consider having students turn the index cards in for screening/assessment of feedback prior to delivering to student speakers.

Index Card Feedback

1. One idea that sticks with you from the speech
2. One thing you like (about the speech or the speaker's delivery)
3. One suggestion for growth (related to the speech or the speaker's delivery)

This Paideia Lesson Plan was created by:

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“This Time It Will Be Different”

Alex Prud'homme

In 1983, the EPA announced an ambitious cleanup initiative to clean Chesapeake Bay of pollutants by 2000. The program was heralded as a model remediation program, but the result is a case-study of just how difficult pollution control can be. The six states that drain into the bay and Washington, DC, missed their first deadline, so the EPA set a new deadline for 2010. By then, \$5 billion had been spent on pollution controls but nitrogen had been cut by only half the required amount and phosphorous levels had risen higher in eight of Chesapeake Bay's nine major tributaries. The EPA did not punish the states for missing their targets, and while the states did impose tighter regulations on sewage plants, they did not crack down on pollution from farms or city sewers. The Obama administration's ongoing attempts to force the states to take responsibility for reviving Chesapeake Bay have been met with fierce resistance and apathy. The core problem was the human fear of and resistance to change, which was encouraged by entrenched financial interests and abetted by a lack of political will. The bay states have different fishing regulations, their officials do not coordinate well, and their legislators are reluctant to get tough on small farmers and commercial fishermen (about one thousand watermen ply the bay, and many other jobs depend on them), especially during a recession or in an election year. Environmental groups, such as the Coastal Conservation Association (CCA), have pushed for capping fish catches and lobbied politicians to list oysters as an endangered species. But so far that has not happened.

On September 11, 2009, President Obama declared Chesapeake Bay a "national treasure" and unveiled sweeping plans for the federal government to take over efforts to restore its waters, including proposals to strictly regulate agricultural runoff, curtail development, and protect crab and oyster fisheries. It appeared to be one of the few high-profile victories for the EPA, and its new administrator, Lisa P. Jackson, during Obama's first year as president. But Washington has a reputation for making bold statements that aren't translated into meaningful action. Those working to protect the bay know its problems are complex and resistant to quick fixes.

In 2009, a pair of Maryland lawmakers introduced the Chesapeake Clean Water Ecosystem Recovery Act, which would funnel some \$2.25 billion over six years into cleaning up the estuary. The bill languished for months, taking a backseat to debates over health care and the war in Afghanistan, until the spring of 2010, when BP's Gulf of Mexico oil spill generated wide interest in environmental cleanup programs. The new bill would fund the EPA's efforts to cut the amount of nitrogen entering the bay by 30 percent by 2025; states that do not meet their goals could lose millions of dollars in Clean Water Act grants, which, in Virginia alone, for example, amount to some \$24 million. But concerns over state and federal debts have undermined the bill, and agricultural and builders' associations have pushed back. The American Farm Bureau, in particular, has opposed it, saying that provisions of the bill requiring farmers to fence off cattle, cover manure pits, and instill vegetation that slows storm-water runoff would be too expensive for

its members.

Dick Brame, a CCA fisheries scientist, described the Chesapeake's eco-system as "a patient that is dying of arterial bleeding, but he also has cancer. The arterial bleeding in this case is overexploitation of species. The cancer underneath is the continuing decline of water quality. If you can't stop the bleeding, the cancer doesn't matter. But if you do, you still have to deal with the cancer."

Excerpted November 2015

Prud'homme, Alex. *The Ripple Effect: The Fate of Fresh Water in the 21st Century*. New York: Simon and Schuster, 2012. Print.

Sample Flow Thinking Map Template

*Note – The number of boxes for causes and effects should be dependent upon student thinking. Refrain from setting a certain number of required examples or paragraphs as student thinking may be inhibited. Additionally, students should generate their own maps. No black line master (template to be filled out) should be provided. The only exception to this general rule of thumb is for those students who may require scaffolding of the process.

