

Going Green in Literacy

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Introduction

This year the state of North Carolina is changing the curriculum standards for alignment to the Common Core curriculum. One big difference in this curriculum from a literacy standpoint is that students will read fifty percent fiction and fifty percent nonfiction. In science and social studies classes students are only exposed nonfiction. At my school we have a departmentalized fifth grade. Because of this, I teach reading and not science. I started to reflect on how I have taught my reading classes in the past and realized that I spend about 80 percent of the year encouraging my students to read fiction texts. Although I teach a non-fiction unit there is not a huge push to read nonfiction outside of said unit. How am I going to get my students to read more nonfiction in my literacy block? The majority of my students choose to read fiction, especially when they have found a series that they thoroughly enjoy. This year will have to be different because it my responsibility to expose them to nonfiction and to find a way for them to enjoy reading and learning about true events, people, and factual information.

In today's society it seems that "going green" is the cool thing to do. You see it everywhere! Cars are being transformed to reduce the use of gasoline. SUVs do not line the streets. Instead you see Smart cars and bicycles transporting people from here to there. Recycling has become a part of our daily lives at home, work, and school. Companies are re-evaluating how they create, package, and ship their products. People finally see the importance of our Earth and that it is worth saving. Or do they? Does everyone recycle at home? Does everyone try to conserve water and electricity? Do people plan their trips around town to help conserve gas and cause less pollution? I guess I can only speak for myself and what I am trying to do. I know that I can always do more. One way I would like to do more is by making my students aware of the environmental issues we face and how they can find realistic solutions to them.

Students learn about different environments and living things during their elementary years, but there isn't a huge emphasis on environmental issues. I want to use this unit to educate students about these issues and find solutions in to help them alter their everyday lifestyle and make a positive change.

Purpose

Through this unit I will teach our North Carolina state curriculum literacy objectives for informational text. This is the first year that North Carolina is teaching from the Common Core curriculum. I will use fictional texts to introduce the activities and integrate informational text about the topics that will be discussed. Students will use the information to write, speak, and present about their topics knowledgeably. The unit will then culminate with an investigatory project involving companies that claim to be "green" and determine if their claims are

legitimate. I hope to use real-world problems evident in our environment in order for my students to find realistic solutions that can be implemented in our daily lives and community.

I have designed this unit for use with elementary students that are in the fifth grade. This unit could also be used in a fourth or sixth grade classroom.

I teach at an elementary school located in Mecklenburg County, North Carolina. Our teachers are given the freedom to plan a variety of lessons to reach our educational goals while following the state curriculum closely. This allows me to incorporate environmental issues into my literacy lessons and still teach the curriculum objectives. The entire unit will be taught over four weeks.

The student population at my school consists of students from middle-class families. The families of my students are very involved in their children's education. We work together to ensure the success of all students. My grade level ability groups the students for reading. The students in my reading class are reading at an appropriate level for fifth grade. None of the students have special needs in reading.

Objectives

The Common Core curriculum expects fifth graders to be able to compare and contrast the problems and solutions of concepts in two or more texts. Throughout the unit students will be reading different articles about environmental issues and contrasting the information to determine solutions to the problems that are found. I will have students identifying the cause and effect relationships between the fictional books that will be read aloud to the entire group.

Students will also integrate the informational text from multiple sources in order to write paragraphs, short stories, and create presentations to present ideas and speak knowledgeably about their topic.

Students will use the informational articles to infer why our environment has these problems and what future effects the problem could cause if not solved. By reading different text students will then use different graphic organizers and strategies to summarize the main ideas and details that are important to the comprehension of the text.

In this unit I will have my students introduce the facts, details, and ideas that they research through presentations that will be given to their classmates in a variety of methods. These facts and details will support their topic and/or opinions about the topics. Students will learn to speak clearly and at an understandable pace.

Through the culminating activity students will use digital sources to locate the "going green" claims that are made by companies on products that we use in our everyday lives. Students will use the information that they find to infer why the companies choose to create, package, and produce their products the way they do. After analyzing the facts and opinions, students will represent the perspective of the company on the environment and determine whether the company is helping or harming the environment.

Background of Instructional Content

The following environmental issues are included in the unit and classroom discussions and the students will explore what causes these issues by reading nonfiction texts.

Air Pollution

Air pollution is caused by numerous sources. Automobiles, farming machinery, and industrial facilities emit these pollutants in the air on a daily basis. This pollution is caused by the burning of fossil fuels into the atmosphere. Trash is discarded and burned in incinerators causing toxic fumes to enter the atmosphere. The toxins from air pollution have increased hospital admissions and increased the number of children and adults who suffer from allergies and asthma.

There are six common pollutants in the air we breathe; ozone, particulate matter, carbon monoxide, nitrogen oxides, sulfur dioxide, and lead.

Ozone is created by chemical reactions between nitrogen oxides and volatile organic compounds in the presence of sunlight. Emissions from industry and electric facilities and motor vehicle exhaust are some of the major sources of nitrogen oxides and volatile organic compounds.

Particulate Matter is the combination of numerous components (acids, chemicals, metals, soil, and dust particles) that mix with liquid droplets. When this matter is in the air, it can cause serious health effects once it is inhaled in the lungs.

Carbon monoxide is a colorless, odorless gas that is emitted into the atmosphere from the combustion of fossil fuels from vehicles and other sources.

Nitrogen oxides are created from emissions from cars, trucks, buses, and power plants. They contribute to ozone, particulate matter, and affect the respiratory system.

Sulfur dioxide is a gas that is emitted from fossil fuel combustion from power plants, industrial facilities, extracting metals from ore, and the burning of sulfur containing fuels by trains and large ships.

Lead used to be a larger issue in the United States than it is today. The source of lead pollution was found from the fuel additives in motor-vehicles and industrial facilities. The government began to regulate and remove the lead from motor-vehicle gasoline, causing the lead emissions to dramatically decline. Today the major sources of lead emissions come from aviation gasoline and processing ore and metals.

Governments are working to reduce the amount of carbon monoxide and nitrogen oxides emissions that are released in the air. Motor vehicles are being designed to have lower emissions. Governments are creating new standards for industries and corporations to ensure that the emission of pollutants is kept at a minimum.

Some ideas regarding how students and their families can reduce air pollution are:

- Ride the bus to school instead of riding in a car
- Car pool with other kids in the neighborhood
- Walk or ride a bike when possible
- Turn off lights when you are not using them
- Recycle

Water Pollution

Water makes up 97 percent of the Earth, but only 3 percent fresh. Without water, the human race would not survive. There are many sources of water that we depend on. These sources are watersheds (springs, streams, rivers, lakes, precipitation, run-off, wetlands, seas, oceans), and wastewater. All of these are used to derive potable water-the most important.

Climate change, droughts, high energy prices are causing people to conserve their resources and save water. The state of the Earth today makes conserving water and removing pollutants from our water sources more important than ever.

Water can be polluted in numerous ways. Our water sources are polluted from trash and waste disposal, oil spills, and industrial facilities. Not only is water polluted, it is also wasted in households around the world. Water efficiency is very important. Families are finding ways to save water so that wildlife will find water available in our lakes, rivers, and streams.

Fracking

Another way that water can be polluted is through fracking. “To frack, energy companies pump millions of gallons of water, chemicals and “proppants” — tiny particles of sand, quartz or ceramics — deep into underground rock formations that developed over millions of years. The high-pressure liquid cracks apart the rock, and those proppants hold open the resulting fractures. This allows gas inside or beneath the rocks to flow into pipes and up to the surface. There it is hustled into pipelines.”ⁱ

Some ideas that students and their families can use to conserve water and reduce water pollution are:

- Do not litter in natural waters (lakes, rivers, streams, etc...)
- Turn off running water when it is not in use
- Use environmental friendly household and cleaning products
- Be careful what is washed in the sink (stay away from paint and oil)
- Try not to use pesticides on their lawns and gardens
- Washing full loads of laundry
- Taking showers versus baths

Habitat Destruction

Habitat destruction is when a plant or animal loses its natural home. This is often caused by something humans have done. This type of destruction is one of the main threats to biodiversity. If an animal's habitat is destroyed, then it may become extinct. This will affect the other animals and plants in the food web of the habitat.

Habitat destruction is caused by various elements including: pollution, global warming, logging, agriculture, and infrastructure. Habitat destruction is a worldwide issue. It affects the tropical rain forests in South America and Asia, as well as your own backyard.

Pollution and Global Warming are two factors that impact habitat destruction. Sewage, pesticides, fertilizers, and acid rain can pollute our rivers, lakes and wetlands. This affects the food webs of these habitats and destroys the diversity. Global Warming is an emerging factor in habitat destruction. Plants and wildlife depend on specific temperatures and climates. Rising temperatures and sea levels are causing the habitats of these animals to diminish.

Logging:

Logging affects many habitats in the forest and rain forests. Companies remove the trees to be used for woods products, including furniture, fuel, and paper. Improper logging can lead to soil erosion and can damage rivers and streams. This affects not only the forests and rain forests, but also the water supply.

Agriculture:

Agriculture is the biggest cause of deforestation. Land is cleared for farming of crops and for domestic animals to be raised. This affects the animals previously living in the forest or rain forest, because they cannot survive in an area with one crop. Animals need diversity in their habitats to survive.

Infrastructure:

As the human population increases, so does the need for roads and cities. Humans are clearing forests in order to make room for cities and roads. These cities are replacing the habitat that was once home to plants and animals. Once highways are built, the traffic inhibits animals from traveling through their natural habitat.

Waste Disposal

Waste disposal includes the discarding of garbage, solid and hazardous waste. Humans are consumers and what we consume is packaged in materials that will eventually become trash or waste. The disposal of this waste has become an issue for the current state of the Earth. Humans can reduce waste disposal by being conscience of what we are buying and attempting to re-use and recycle all that we can.

Some ideas to minimize students and their families' waste disposal are the following:

- Use rechargeable batteries
- Buy recycled products
- Donate and purchase used items, clothing, furniture, and electronics
- Make scratch paper from used paper
- Copy and print all materials double-sided
- Reuse cardboard boxes and bubble wrap
- Use reusable plates, cups, utensils, and storage containers
- Compost food and scraps
- Use cloth napkins and towels

“Going Green”

Earth Day was first celebrated on April 22, 1970. Forty-two years later the concern for a clean environment is still strong. This concern has led to the creation of the United States Environmental Protection Agency and the passage of the Clean Air, Clean Water, and Endangered Species Acts. Companies, such as Coca-Cola, Tom's, UPS, and everyday citizens are pioneering ways to go green and conserve the environment.

Some suggestions to how students and their families can “go green” are:

- Use a reusable water bottle
- Replace light bulbs at home with Energy Star-rated light bulbs
- Wash a full load of laundry in cold water
- Take shorter showers to reduce water use
- Walk or bike to work and school
- Set your thermostat a few degrees lower in the winter and a few higher in the summer
- Eat one meatless meal a week
- Shop at yard sales and consignment shops to find gently used clothing and products

By the end of this unit, my students will be more aware of how they and their families can “go green” to protect our environment. They will be more aware of our environment through this environmental education. Students will also have a better understanding of how companies use their packaging and labeling to advertise how they are improving the environment.

Strategies

I will use four fictional books to introduce the concepts and activities. The books are about environmental issues that we have faced in the past and are still facing today. I will use these books as a springboard to lead discussions and to introduce the issues that students will be researching and reading about. The books are:

The Lorax, by Dr. Seuss
Everybody Need a Rock, by Byrd Baylor
Everglades, by Jean Craighead George
Just a Dream, by Chris Van Allsburg

The Lorax is story about a community of truffula trees that are destroyed by the Once-ler. The Lorax is a creature that wants to protect the trees and the environment they grow in. The Once-ler creates a major corporation and makes all of the money he can make. He then moves out of the area, once there is nothing left to make money on. The Lorax exposes what has taken place and the destruction that was caused by the Once-ler.

I chose to use this book so that students can see the cause and effect relationship of our actions. The Once-ler destroys the environment in order to make money. This issue of destroying the environment to make a profit is still relevant for our society today. Students will be able to use this fictional story to compare how the decisions we make have an effect on our environment and our future.

Everybody Need a Rock, by Byrd Baylor

Everybody Needs a Rock is a story where the author gives the reader ten rules in order to find the perfect rock. After I read the story, students will be creating a book that will explain the ten rules that we need to follow in order to have a clean environment. The book will be called *Everybody Needs a Clean Environment*. The book will be a guide as to how to create their own book about keeping the environment clean.

Everglades, by Jean Craighead George

Everglades is a story that paints a beautiful picture of all of the wildlife that once lived around Lake Okeechobee in the Florida Everglades. George does a beautiful job of describing the life that inhabited this environment. From the birds, to the crocodiles, the fish, and even the little mosquitoes, each life form played a role in their habitat. Until the Europeans arrived, the Everglades were rich with color and beauty. Then the storyteller explains what happened to the water, grasses, birds, alligators, and other organisms. The humans destroyed the environment for their own gains and profits. The inspiring ending explains that the children that read this book are the future and are the ones who will improve or destroy the Earth. Our present day doesn't have to be our future.

Just a Dream, by Chris Van Allsburg

Just a Dream is one of my favorite stories. I have used it in the past to teach predicting, character development, cause and effect, and visualizing. It has beautiful illustrations that represent this terrific story about a little boy named Walter. The main character at the beginning of the story is hardly aware of his actions and how they affect the environment, until he falls asleep. Walter is taken on the ride of his life as he dreams about what the Earth would be like if

people did not protect its natural resources. His future is very dim and bleak with his neighborhood being taken over by a huge dump of trash and garbage. Trees are vanishing to create trivial products like toothpicks, pollution is running rampant, and people are able to go on vacation on top of Mount Everest due to global warming, as just a few of the environmental issues that are described. In the end, Walter awakens from his dream and decides that he needs to make changes in his daily routines. He begins recycling, quits littering, and even plants a tree.

During the unit students will read various non-fiction articles about our environment and the issues that we face. There will be a focus on the different text features that authors use and their purpose in the selection. Students will create a fold-able to explain each text feature, give an example of the feature, and its purpose.

Students will analyze the different articles that are read and also determine the big ideas that the authors are conveying, as well as the details that support the big ideas. Students will use different graphic organizers to map out and display this information. I incorporate Thinking Maps into several activities as a way for students to represent their reasoning.

Classroom Activities

After reading the previous books aloud to the class, students will participate in different activities to find solutions for the environmental issues found within the texts. Each book will introduce the topics and/or activities.

The Lorax and the Real World

By using the children's book, *The Lorax*, students will be able to compare this fictional story to real-world scenarios and ideas. Students will look at human needs and priorities and how they make it difficult to solve environmental problems. The class will then come together in a large circle to discuss their thoughts about the book and the issues that arise. This will be a way for students to discuss their thoughts in a comfortable setting with the entire group.

Everybody Needs a Rock and a Clean Environment

We need a clean environment and this activity will give students an opportunity to research ways that we can "reduce, reuse, and recycle" to make our Earth a better place to live. The book, *Everybody Needs a Rock*, is an option to be read. It does not give any information about our environment. The purpose of the book is to give students an idea of how their own book will be set up. The book gives ten rules that one needs to follow in order to find the perfect rock and students will use this pattern to create their own story. This assignment will give students the opportunity to be creative by producing their own book on how to have a clean environment.

The activity will begin by having students brainstorm the different kinds of pollution. This can be done individually or as a whole group. After you have a list generated, students will

categorize the different types using a tree map. Examples of categories are: air, soil, water, hazardous waste, noise, etc... Explain to the class that they will be researching the different categories and determining possible ways to reduce this pollution in order to have a cleaner environment for our generation and future generations. Students will be asked to find articles about the different types of pollution outside of school. I have articles already saved that I have found from my public library. The articles are saved using Evernote. Our class has access to eight iPads that can be used to research using the Internet and the articles that I have saved to Evernote.

Students will work in a group of three or four to research how these different types of pollution affect the Earth and ways that we can reduce the pollution in our everyday life. These ideas may be research based or ideas that the students create. Students will be given a graphic organizer to record their thoughts, ideas, and details that they research. Students will have one-two class periods to research the different topics. Each group will have an iPad to use and the classroom computers will also be available.

Once students are finished researching, they will determine ten important rules that our society should follow in order to keep our environment clean. Students will have to work as a team to decide the most important rules obtainable by the average citizen, including themselves. Students will then take these rules to create their own book titled, *Everybody Needs a Clean Environment*. This book will explain the ten rules and any other details that the students would like to share. This book can be created using paper and pencils. Students can illustrate the rules using colored pencils. A terrific app that can be used is Scribble Press. Since each group will have access to an iPad, I will have the groups create their book on the iPads. The app allows students to type their ten rules and illustrate each page. Once the books are created, students will share their books by participating in a gallery crawl. Students will rotate around the room and will have an opportunity to read each book. Students can also have an opportunity to present in front of the class by reading the story aloud.

Everglades

The focus of this activity is identifying examples of cause and effect. By analyzing these examples, students will be able to see the effects their own behaviors have on our environment. As I read aloud the book to the class, students will create a two column chart to represent the events that cause a negative effect to the Everglades in Florida. The changes that are made to the water make it difficult for living things to interact and survive naturally. The causes of these changes are due to human interactions.

For example, in the beginning, the Florida Everglades was filled with green land and blue lakes. Due to the grass prospering, other animals, insects, and organisms began to inhabit the region. The animals fed on one another and the food web was balanced. It was balanced until humans inhabited the region. Humans began to hunt the animals for their hides and meat. Humans cleared the land and drained water to build roads and businesses. There are many more specific examples of cause and effect throughout the story.

The activity will be concluded by the class creating a multi-flow map to display how different events play a role in affecting the Everglades. To differentiate this activity, I will have my struggling readers create a multi-flow map that has some of the events already present in the cause and effect boxes. My on-grade level students will have 1-2 causes identified and will then have to complete the rest of the map. My above-grade level students will identify the causes and then the effects of these events, with little assistance from the teacher.

Just a Dream

This story was written in 1990. Even though it is over twenty years old, the message still rings true today. This story will introduce four major environmental issues that are prominent today. These issues are air pollution, water pollution, habitat destruction, and waste disposal. In the story, the main character, Walter, is careless with his trash until he has a dream and discovers an Earth that is uninhabitable due to air and water pollution. Once he wakes up from this grim experience, he realizes the importance of taking care of the Earth. Hopefully this activity will create the same realizations in many of my students.

The activity will begin with having students picture how their futures will be different than from the present. Some probing questions are: What will our planet look like? How will we travel? Where will we live? Once students have pictured their futures in their minds, I will ask them to share their thoughts with a partner. Then several volunteers will share their predictions with the entire class. I will create a list of their ideas for future reference.

Then I will read aloud *Just a Dream*. This story is perfect for making predictions because each time Walter travels to a new place, the author gives a tiny hint about the next location in the form of an illustration. Between each destination, show the students the illustrations and have them to make predictions as to what the destination is and what predicament is being illustrated. Students can also predict where Walter's dream will take him next, before you show the illustration.

After reading the story aloud, students will be placed in groups of three. I will give them discussion questions such as Why should we plant trees? How are they helpful to our planet? Students will discuss within their small group and then create three more questions to share with the class. Once the groups have had time to discuss, we will come back together as a whole group. Students will share thoughts to my discussion questions, and volunteers will share their own questions with the group.

As a class we will think about the different events that take place during Walter's dream. Then the class will categorize the events into categories. Students will realize that the majority of the events correspond to one of the following types of environmental problems:

- Air Pollution
- Water Pollution
- Habitat Destruction
- Waste Disposal

The lesson will end with students researching one of the four issues. Students will be assigned to a group of four students. Each student will be responsible for researching the environmental problem they are assigned. I have found non-fiction articles from my local library and saved these articles to an Evernote notebook. These articles will be shared with my students and they will be able to access the articles on our classroom iPads and classroom computers. Students will also be able to access the Internet for information about their environmental problem. Students will need to find out more about the problems related to their issue (the causes of the issue) and also some possible solutions. Students will look for new technologies that are being explored as well as actions of everyday citizens. After students have collected their information, then they will meet with their original group. Students will share their research and information. The other students will take detailed notes from their classmates.

To assess each student, I will ask students to write a paragraph for each of the four issues. Students will outline the problems and possible solutions related to the different environmental issues.

Nonfiction Text Feature Foldable

Throughout the unit, students will learn about different nonfiction text features and their purpose in the text. The text features that students will find in the articles that they will read in the unit are:

- Types of Text (bold, italics, highlighted, color)
- Photos and Captions
- Diagrams
- Charts/Graphs
- Title
- Heading/Subheading

For example a student could read an article entitled: War on Waste. In this article the student will find a photograph and caption of a group of school age children surrounded by trash bags full of recycling. There is also a double bar graph comparing recycling from the 1970's and 1990's. There is also a chart explaining where trash goes after it is thrown away. The student will find multiple types of text as well to signal important information.

Students will then be given a manila folder, construction paper, scissors, and glue. Students will also receive the definitions of each of the nonfiction text features. Students will create the flap foldable and label each one with the text features. Students will then match the text feature definitions with the correct feature and glue them on the flaps. Finally students will be given a nonfiction book about our environment and environmental issues. They will look through the book to find examples of each feature and write or draw them inside the appropriate places. Students will also include the examples' purpose as well. Once students are able to identify these text features then they will be able to use the information to analyze the information.

Nonfiction Text Structure

Students will also analyze the structure that the author used to write a nonfiction article. Students will choose 1-2 of the articles that they read to analyze. The structures that will be taught are:

- Description
- Sequence and Order
- Compare and Contrast
- Cause and Effect
- Problem and Solution

Most of the articles will use the description, cause and effect, and problem and solution structures to present ideas and information about the environmental issues that the students will be reading.

The Big Idea

Students will also analyze the Big Idea of several articles in order to summarize the main points as well as include supporting details. I have several graphic organizers that students will use to record the facts and details found in the text.

Two graphic organizers allow students to record the important facts and details to determine the big ideas to summarize the article.

Another graphic organizer has the students break up the article into subsections. Students will determine the big idea of each subsection and the overall big idea.

Lastly, I will use another text feature graphic organizer to reinforce the purpose of the text features. Students will determine the big idea of the article. Then students will choose two nonfiction text features and explain what they learned from the feature and how the feature connects with the big idea of the main text.

Culminating Project

To end the nonfiction unit about environmental issues, students will investigate claims companies make about their products and business practices. Students will determine if the companies are truthfully using propaganda to imply that they are environmentally friendly. Students will identify companies they include “green” claims on their labels or in their advertisements. For example, a company claims:

- To use less packaging by replacing glass containers with plastic.
- Using sustainable practices in every aspect of their business.
- To maximize recycled content and recyclability of their packaging.

To begin, explain what it means to “go green”. Students should be familiar with the phrase. It’s the practice of trying to change wasteful habits and adopting new ways of behaving in order to be friendlier to the environment. As a class, brainstorm ways that they are already “going green” (recycling, planting trees, carpooling, riding their bikes to school, and so on).

Explain the claims that companies are making to become more environmentally friendly. Sometimes their claims are not necessarily “green” and can be very misleading. This is a form of propaganda. Share examples of products that you have found or an example from your own experience about this kind of propaganda. Introduce the recording sheet that students will use to add their relevant details. Take your own example and explain how you would complete the recording sheet with the details. The recording sheet will ask the students to determine the following:

- What is the “green” claim being made by the company?
- What does the company want us to believe about the claim?
- What is the evidence of the claim?

Students will then begin presenting arguments that support that the claim is being helpful or not being helpful. The group will present both sides of the argument.

Students will work in teams of four in this activity. Each student will be responsible with finding a company’s green claim that they can present to their team. The team will then determine one claim to discuss and investigate. Students will then work together to enter the information in the recording sheet. After students have recorded both sides of the issue and discussed them amongst the group, students will determine any questions that come to mind about the claim. Students can use the classroom computers and iPads to research these questions. Once students are prepared with their information and arguments, each team will present their case to the class. The rest of the class will serve as the jury. Students will present the company’s claim and both sides of the arguments. I will serve as the judge. Each student will be responsible for part of the presentation. One student will present the company, product and the claim. Another student will explain what the company wants buyers to believe. A third student will present the arguments that the claim is true and the company is helping the environment. The last student will present the opposing side that shows the claim may actually not be helpful to the environment.

After the group has presented their information, the judge (me) will facilitate a discussion of the arguments that were presented and allow the jury (the class) to challenge any assumptions that they may make. Students will use the information presented to make a decision on which argument to side with. They may ask the team any questions they have. If you feel the team has not researched enough information to make a decision, then they will conduct more research and present the following day. The class will then discuss the case and everyone will vote whether the company’s practices are helpful or harmful to the environment. This can be done by polling the jury using dry erase boards to write their verdict. You can also have students put their head down and raise their hand to support each argument. The remaining teams will present their case and the class will determine if the companies are helpful or harmful to the environment. At the end of class, students will be given time to explain the jury’s verdict and whether their company’s claim is more helpful or not helpful to the environment.

After this cumulative activity students should be better aware of the advertising that is used by corporations to attract customers. Students will understand the propaganda used and will be better informed when purchasing products.

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Addendum

Fifth Grade Common Core Literacy Standards for Informational Literature addressed in this unit:

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Resources Used

This unit requires non-fiction grade appropriate articles about the topics that are discussed (air and water pollution, waste disposal, habitat destruction, endangered plants and animals, “Going Green”)

iPads are optional, but are a great electronic resource

ⁱ (<http://www.sciencenewsforkids.org>, 2012)