

## ***Bahamian Coral Reef Development Lesson Plan***

Rachel Lawrence

**Narrative:**

The following lesson plan was created to be integrated into a Massachusetts secondary English classroom curriculum. The purpose of the assignment is to increase student reading of non-fiction, provide practice for standardized testing (English- Massachusetts Comprehensive Assessment System) administered in 10<sup>th</sup> grade and increase general knowledge on coral reefs and tourism. Additionally, the lesson requires students to problem solve and explain this problem solving through a written response. All 9<sup>th</sup> grade and 10<sup>th</sup> grade students can be reached through this assignment (~100 - ~250 students). I plan on using this activity with my classes, as well as providing it to the rest of the English department at my school as an MCAS preparatory lesson in non-fiction. The lesson plan questions are original, but the articles were acquired from 2 separate online sources listed below. Additionally, one article even contains an interview with the PI of my expedition, Kathleen Sullivan-Sealey, making the information even more relevant and powerful. I am hoping that students will be able to make an educated, well-supported decision on a real-world issue.

|                           |   |
|---------------------------|---|
| <b>Lesson Title</b>       | To Develop or Not To Develop? Tourism and Coastal Health in the Bahamas   |
| <b>Grade Level</b>        | 9 <sup>th</sup> and 10 <sup>th</sup> grade  |
| <b>Content Area</b>       | English   |
| <b>Time Allotted</b>      | 2 Class Periods – 60 Minutes Each<br>Day 1: PowerPoint Presentation and assignment discussion<br>Day 2: Written component   |
| <b>Academic Standards</b> | Massachusetts English Language Arts Curriculum Framework<br>General Standard 13: Nonfiction<br>13.17 – Recognize use of arguments for and against an issue<br>13.24 - Analyze the logic and use of evidence in an author’s argument<br><br>General Standard 19: Writing<br>19.26 – Write well-organized essays that have a clear focus, logical development, effective use of details, and a variety in sentence structure.   |
| <b>Abstract</b>           | As part of preparation for the English Massachusetts Comprehensive Assessment System (MCAS) taken in the spring of the grade 10 year, students will analyze, compare, and write an evaluation based on two non-fiction pieces. Students will view a PowerPoint presentation and read 2 pieces dealing with tourism and the coral reef in the Bahamas. Students will then make an informed evaluation on whether Discovery Land should be built on Guana Cay, Bahamas. Their evaluation will be in MCAS-style written response format with use of supporting detail and direct quotations. |
| <b>Goal</b>               | <b>Students will be able...</b> <ul style="list-style-type: none"> <li>● To formulate an opinion based on 2 articles</li> <li>● To gain an understanding of the issue of tourism and ocean conservation</li> </ul>  |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>To write a well-developed and supported response utilizing details from the articles</li> <li>To use parenthetical citations and paraphrasing as part of their response</li> </ul>  |
| <b>Performance Indicators</b>            | <b>Students will...</b> <ul style="list-style-type: none"> <li>Answer MCAS-style multiple choice questions</li> <li>Write a well-developed and supported response</li> </ul>   |
| <b>Background Information</b>            | Students will need to be familiar with the English MCAS format and scoring rubric  |
| <b>Materials</b>                         | <ul style="list-style-type: none"> <li>PowerPoint on the coral reefs and coastal waters of the Bahamas</li> <li>Article: <a href="http://articles.sfgate.com/2006-02-13/news/17282792_1_reef-discovery-land-guana-cay">"Reef defenders in Bahamas Sue over mega-resort S.F. developer sees Baker's Bay as a model for sensitive construction in fragile islands"</a> by Teresa Castle 2/13/06 – ReefRelief.org<br/>&lt;<a href="http://articles.sfgate.com/2006-02-13/news/17282792_1_reef-discovery-land-guana-cay">http://articles.sfgate.com/2006-02-13/news/17282792_1_reef-discovery-land-guana-cay</a>&gt;</li> <li>Article <a href="http://www.nytimes.com/2007/06/26/travel/26iht-trreefs.6341022.html">"Saving Coral Reefs Becomes a Tourism Priority"</a> by Bonnie Tsui 6/24/07 – The New York Times<br/>&lt;<a href="http://www.nytimes.com/2007/06/26/travel/26iht-trreefs.6341022.html">http://www.nytimes.com/2007/06/26/travel/26iht-trreefs.6341022.html</a>&gt;</li> <li>Teacher created multiple-choice questions and writing prompt</li> <li>MCAS Open Response Rubric</li> <li>Writing utensil</li> </ul> |
| <b>Technology</b>                        | <ul style="list-style-type: none"> <li>Computer for PowerPoint presentation</li> </ul>   |
| <b>Instructional Procedure</b>           | <ol style="list-style-type: none"> <li>Teacher will introduce assignment <ol style="list-style-type: none"> <li>Discuss relationship to MCAS and fellowship</li> </ol> </li> <li>Brief coral reef PowerPoint presentation <ol style="list-style-type: none"> <li>Students will view slides on Bahamian coral reefs taken on the fellowship</li> </ol> </li> <li>Distribute and briefly review articles, questions and rubric</li> <li>Review procedure for writing a level 4 open response answer</li> <li>One article will be assigned as homework with multiple-choice questions</li> <li>The following day, distribute article 2 <ol style="list-style-type: none"> <li>Students will read article 2, answer questions and complete open response in class</li> </ol> </li> </ol>   |
| <b>Assessment</b>                        | <ul style="list-style-type: none"> <li>Multiple-choice questions will be graded for accuracy</li> <li>Open responses will be graded using the MCAS Open Response Rubric</li> </ul>   |
| <b>Connection to Other Content Areas</b> | <b>Science</b> – Understanding the importance of healthy coral reefs and the current environmental discussion involving tourism and reef health  |