**Why is Renewable Energy Important?**

**ELA Multi-genre Unit**

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| **Driving Question** | **Suggested Resources** | **ELA Mini-Lesson Ideas for Writing & Representing** |
| Why is renewable energy important? | **Speech Analysis:**[Greta Thunberg at Youth4Climate Summit 2021 in Milan](https://www.youtube.com/watch?v=wpo33oLne-Y&t=21s)[Greta Thunberg’s Full Speech to World Leaders at the UN Climate Action Summit](https://www.youtube.com/watch?v=KAJsdgTPJpU) | Analyze Thunberg’s persuasive speaking strategies. For example, Analyze her use of: * logos, pathos, ethos
* physical characteristics of speech (e.g.: eye contact, hand gestures, posture.); and
* voice (e.g.: tone, pace, volume).

Review these persuasive strategies with a free resource - **Ethos Pathos Logos** chart from TeachersPayTeachers’ *Creativity and Assessment in ELA* site: <https://tinyurl.com/2urjx3me> |
| **Note-Taking:**Assist students in developing note-taking skills by using one of the following graphic organizers: **TED Talk Graphic Organizer**: <https://tinyurl.com/srxppfkf> or free from TeachersPayTeachers’ ***Teach Me I’m Yours***: <https://tinyurl.com/>2p82dd3z . Consider comparing both speeches by dividing each section of the template in two.  |
| **Personal Response:**Write a personal response to the text, supporting your argument with examples from the text and your experience and/or knowledge of the world. (Journal entry, mind map, exit slip, review, etc.) |
| **Sample Exit Slip Questions**: What was the speaker’s purpose? What attitudes and values underpin the message? Summarize this speech in 3 sentences (beginning/middle/end). Identify 2 relevant questions you’re left with after hearing this speaker. Evaluate the efficacy of the speaker – did the speaker’s voice, tone, and topic connect with you? Why or why not? How does the text represent age, culture and/or gender? What assumptions does the text make about each? 3 – Things I Learned Today2 – Things I Found Interesting1 – Question I Still Have  |
| Write a letter to Thunberg, sharing your reactions to the text and/or asking questions you may have. |
| **Podcast:**[“The Future of Nuclear Energy” – MIT Energy Initiative](https://energy.mit.edu/podcast/the-future-of-nuclear-energy/)[“Renewable Energy Trends”](https://energy.mit.edu/podcast/renewable-energy-trends/)- MIT Energy Initiative  | Listen critically to identify the speakers’ main argument and supporting details. **(Note-Taking Template)** |
| Listen critically to determine whether this article provides a balanced view of the subject. Identify any examples of bias that may be present. **(Note-Taking Template)****Cross-curricular Doodle Notes:** [**https://www.doodlenotes.org/**](https://www.doodlenotes.org/) |
| As you listen, use a doodle note-taking guide to sketch illustrations of what you visualize, record keywords or phrases, and record any questions that come to mind. (Examples available on **(Note-Taking Template)** |
| Write a personal and/or critical response to the text, supporting your argument with examples from the text and your own experience and/or knowledge of the world. |
| **Infographic Analysis:**[Infographic Analysis of Global Renewable Energy Data](https://www.statista.com/chartoftheday/renewable%20energy/)[Learn about renewable energy sources within the province of NB.](https://www.nbpower.com/en/about-us/our-energy/system-map)[The Ultimate Fast Facts Guide to Nuclear Energy](https://www.energy.gov/sites/prod/files/2019/01/f58/Ultimate%20Fast%20Facts%20Guide-PRINT.pdf) | Analyze authors’ use of text features to construct meaning. Non-fiction Text Features Checklist: <https://www.education.com/worksheet/article/nonfiction-text-features-checklist/>; <https://teachingmadepractical.com/thank-you/> (suited for middle school) |
| Compare and contrast local and global data.  |
| Read to comprehend and draw conclusions: * What are New Brunswick’s strengths in terms of renewable energy?
* What opportunities exist for improvements to New Brunswick’s renewable energy resources?
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| **Read-Aloud:***The Boy Who Harnessed the Wind* | Read-Aloud Book Study Guide available on the COE Energy Website |
| **Non-Fiction Articles:** [“Canada – A Global Leader in Renewable Energy”](https://www.nrcan.gc.ca/sites/www.nrcan.gc.ca/files/www/pdf/publications/emmc/renewable_energy_e.pdf)[“Renewable Energy – Government of Canada”](https://www.canada.ca/en/services/environment/energy/renewable-energy.html)[“Canada’s Race to Net Zero and the Role of Renewable Energy”](https://www.energy.gov/sites/prod/files/2019/01/f58/Ultimate%20Fast%20Facts%20Guide-PRINT.pdf)[“Iceland’s Sustainable Energy Story: A Model for the World?”](https://www.un.org/en/chronicle/article/icelands-sustainable-energy-story-model-world) [“Greta Thunberg Scolds Leaders About Climate Change in U.N. Speech” (accessible through free membership to Newsela](https://newsela.com/read/Greta-UN-climate-summit/id/57714/) | Write a personal and/or critical response to the text, supporting your argument with examples from the text and your own experience and/or knowledge of the world. |
| Read to identify the author’s main argument and supporting details.  |
| Read to identify bias in writing.  |
| Read and make text-to-self, text-to-text, and text-to-world connections.  |
| **Art Analysis:**[“17 Interesting Renewable Energy Sculptures”](https://www.trvst.world/renewable-energy/17-interesting-renewable-energy-sculptures/) [“5 Renewable Energy Sources and the Art They Inspire”](https://artsandculture.google.com/story/5-renewable-resources-and-the-art-they-inspire/DgXxVKjXHvXijg?hl=en)  | View/read the artwork to make inferences about the artists’ intentions based on prior knowledge and the artists’ use of text features.  |
| Through writing or speaking, share your personal and critical response to the artwork. Be sure to support your arguments with specific examples from the test.  |
| Research one form of renewable energy and design an original piece of art (e.g. photograph, sketch, painting, sculpture, dance, etc.) to represent your understanding.  |

**Writing & Representing Choice Board**

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| **Informational Texts** | **Literary and Lyrical Texts** |
| Research the benefits of renewable energy and represent your understanding in the form of an original **infographic.** | Research the benefits of one or more forms of renewable energy and create an original **PowerPoint** or **Prezi presentation**. Be sure to use point form text and relevant images in your slides.  | Create an original **editorial cartoo**n highlighting your understanding of the controversy around using nuclear energy. Your opinion should be made clear through your use of word choice, images, labelling and captions.  | Create an original **comic strip** or **graphic novel excerpt**  |
| Research sources of renewable energy and create a **map** representing what New Brunswick would look like if it fully embraced all the resources at its disposal. (Extension: Create an **interactive map** with links to with supporting research.) | Research the one form of renewable energy and create a **pros and cons list.** | Write a **fable** with a clear moral, highlight the dangers of not embracing renewable energy. | Write original **children’s book** to help children understand the importance of renewable energy. Remember your audience in your choice of words and images.  |
| Create an original **TV commercial** advertising the benefits of one form of renewable energy. Remember to use persuasive language, voice, and images to support your argument.  | Write and deliver a persuasive **speech** in which you address the benefits of embracing renewable energy.  | Write, perform, and record a **radio jingle** promoting the use of renewable energy in your community and/or province. | Write and perform a **skit** bringing to life the benefits of renewable energy. Remember to consider your word choice, tone, and posture in communicating your attitude towards renewable energy.  |
| Write a **letter or email** to a local member of parliament encouraging them to invest in renewable energy.  | What questions do you still have about renewable energy? Write 5 thought-provoking i**nterview questions** that you would like to ask someone who works in the energy sector. | Write a **ballad** telling the history of renewable energy in New Brunswick. (Extension: Create a **music video** to accompany your original lyrics and music, showing persuasive images to support your song’s message.) | Create an original **drawing, painting, or sketch** highlighting the beautify of one of our many renewable energy sources.  |
| Based off your research, create a **to do list** for the New Brunswick government, considering the steps that could be taken to better embrace renewable energy in our province.  | Write an **editorial article** highlighting your opinion of New Brunswick’s use of renewable energy. Be sure to cite specific examples from your research to support your opinion.  | Create a **wanted ad that** highlights the need for more renewable energy.  | Write an original **poem** or **song** reflecting your personal feelings about renewable energy.  |
| Research local and national sources of renewable energy. Write a **newspaper article** highlighting the benefits.  | Create a **myth vs. fact chart** clarifying common misunderstandings about renewable energy.  | Write an original **short story** highlighting a protagonist(s)’ experience with a renewable energy conflict and the strategies they used to overcome it.  | Create an **original board gam**e or **card game** that will teach players about the benefits of renewable energy.  |

**Common Science Framework K-12 Outcomes**

**These are some of the ones I thought might connect to some of the information / work. I had used them in different sections…**

* respond constructively to the questions posed by other students
* listen attentively to the ideas of other students and consider trying out suggestions other than their own listen to, recognize, and consider differing opinions
* willingly consider changing actions and opinions when presented with new information or evidence
* 118-10 propose courses of action on social issues related to science and technology, taking into account an array of perspectives, including that of sustainability
* 213-7 select and integrate information from various print and electronic sources or from several parts of the same source
* open-mindedly consider non-traditional approaches to science

**English Language Arts General Outcomes 9-12**

**GCO#1** – Students will build understanding by listening to, reading, and viewing a range of spoken, written, and visual texts representing all voices.

**GCO#2** – Students will respond personally and critically to the works of authors, creators, illustrators, and speakers.

**GCO#3** – Students will speak, write, and represent to learn about self, others, and the world.

**GCO#4** – Students will create texts, collaboratively and independently, for specific audiences and purposes.