



World View Fellows: OVERBook Project on the Environment and Sustainability

Study Guide Theme: Pollution

Featured Photos: in order below--Blue Sky Sign, Man Bathing, Trash Wave, Seal in Net



Overview: In this lesson, students already familiar with the basics of short story structure will further explore the complexities of how conflict is created and how it drives fiction. Students will also learn about the causes and negative impacts of pollution. Using one of 4 images as a starting point for their own creative work, students will craft a short story that brings the conflict in the image to life. A small amount of background research into the setting and subject of each image will be required (potential resource articles offered here). The entire lesson can occupy 3-5 days, depending on teacher's decisions about research requirements and writing time.

Grade level(s): 9-12

Subject(s): English Literature

Corresponding National Standards:

NCTE / IRA Standards for the English Language Arts (<http://www.ncte.org/standards/ncte-ira>)

- Students read a wide range of print and non-print texts to build an understanding of texts to acquire new information and to respond to the needs and demands of society
- Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
- Students conduct research on issues and interests and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.
- Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- Students use spoken, written, and visual language to accomplish their own purposes.

Common Core English Language Arts Standards (<http://www.corestandards.org/ELA-Literacy/>)

CCSS.ELA-LITERACY.W.9-10.3 /11-12.3

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.9-10.7 / 11-12.7

- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Corresponding Global Competency Skills:

Investigate the World: Students investigate the world beyond their immediate environment by examining issues of local, global and cultural significance.

Recognize Perspectives: Students recognize, understand, and appreciate the perspectives and world views of others.

Communicate Ideas: Students communicate their ideas effectively with diverse audiences by engaging in open, appropriate, and effective interactions across cultures.

Essential Question(s): What is conflict and how does it drive a short story? How is the environment impacted by pollution? How are people impacted (physically, socially, emotionally, spiritually) by environmental degradation? What are some sources of and potential solutions to pollution problems?

Materials: images and captions (see Images Slideshow), image story assignment sheet, short story prewriting handout, resource article links (if not having students conduct independent research), internet-connected devices to view digital materials and conduct research (optional, depending on teacher's plan)

Possible resource articles for Blue Sky Sign

- Inside Beijing's airpocalypse--a city made 'almost uninhabitable' by pollution, <https://www.theguardian.com/cities/2014/dec/16/beijing-airpocalypse-city-almost-uninhabitable-pollution-china>
- No, Beijing residents are NOT watching fake sunrises on giant TVs because of pollution, <https://www.techinasia.com/beijing-residents-watching-fake-sunrises-giant-tvs-pollution>

Possible resource articles for Man Bathing

- Overlooked by authorities, Noida's slum-dwellers live in hellish conditions, <http://www.millenniumpost.in/overlooked-by-authorities-noidas-slum-dwellers-live-in-hellish-conditions-179222>
- Life in a slum: ugly face of India, <https://blogs.timesofindia.indiatimes.com/keep-india-beautiful/life-in-a-slum-ugly-face-of-india/>
- In pictures: a day in the life of slum dwellers, <https://www.hindustantimes.com/photos/india-news/in-pictures-a-day-in-the-life-of-slum-dwellers/photo-kUm6wRGvZQEFRPpZYItwL.html>

Possible resource articles for Trash Wave

- Bali isn't alone in its 'sea of plastic' pollution problem--the rest of Indonesia is struggling too, <https://www.independent.co.uk/travel/asia/bali-plastic-pollution-sea-diver-video-indonesia-problem-manta-rays-a8246241.html>
- How can Indonesia win against plastic pollution?, <https://theconversation.com/how-can-indonesia-win-against-plastic-pollution-80966>

Possible resource articles for Seal in Net

- What's the latest on Hawaiian monk seals, <https://www.fisheries.noaa.gov/feature-story/whats-latest-hawaiian-monk-seals>
- Researchers mourn death of monk seal caught in fishing net, <https://www.khon2.com/news/local-news/researchers-mourn-death-of-monk-seal-caused-by-fishing-net/901476943>
- More about Hawaiian monk seals, <http://h-mar.org/category/more-about-hawaiian-monk-seals/>

Day 1 (60 mins)	
5 mins	<p>Begin by asking students to recall what role conflict plays in a short story.</p> <ul style="list-style-type: none"> ○ <u>Answer</u>: A challenge or complication that drives the short story. The struggle it creates gives reasons for the characters to take action and the plot to proceed, facing conflict allows a protagonist to develop, and the issues a conflict raises are the themes a short story explores or an author provides a message about. ○ If students have previous notes on conflict, ask them to have those ready to reference. If not, or perhaps as reinforcement, write definition of conflict (bullet points are fine) on board for students to reference throughout day's lesson.
3-5 mins	<p>Emphasize that an author can begin the short story writing process with just an idea for conflict and allow that to fill in the rest of the story. Inform students that they will be doing just that over the next 3 days; then, pass out / display and discuss image story assignment sheet.</p>
40 mins	<ul style="list-style-type: none"> ● Show images for roughly 15-20 seconds each, allowing students to form initial impressions, but not asking them to articulate what's going on yet. ● Return to each image for a longer period, asking students to highlight the problems the image presents, the struggles that "characters" in the image or those in the setting of the image, but not actually depicted, might face. <ul style="list-style-type: none"> ○ Lead students through analytical process by having them identify the main components of each image (e.g., pollution, plastics, water, a person for the image "Man Bathing") and discuss the ways they are presented in contrast or in connection with each other. ○ Image elements presented in contrast to each other will convey a source of tension and potential conflict. Elements that connect with each other help point to an important theme the image explores. ○ You might have students create their own list of struggles and (potential) characters for each of the images or create a class list on the board as students discuss.
10 mins	<ul style="list-style-type: none"> ● After discussing the images, provide students with captions and links to resource articles listed under materials section. These will provide the background research on pollution and its impacts on the specific people/location of an image that students will need to craft their short stories. <ul style="list-style-type: none"> ● Note: If time / curriculum permits, you can have students conduct the background research on their own. If assigning independent research, make it HW for tonight.
HW	<ul style="list-style-type: none"> ● Students should choose image, read caption and relevant background resources, and decide on conflict they want to write about.

Day 2 (60 mins)	
10 mins	Introduce prewriting handout, explaining that it will help students begin fleshing out the story based on conflict they've chosen.
15-20 mins	Students should work independently to fill out the prewriting handout.
10 mins	Students should form groups of 2-3 with others who have chosen different images. They should then take turns briefly explaining their protagonist, the struggle he or she will face, and the big theme(s) that struggle will raise. Group members should ask clarifying questions about character or conflict and suggest additional themes that might come into play.
20-25 mins	Students should use this time to begin writing their stories.
HW	Continue drafting story, due at beginning of day 4.

Day 3 (60 mins)	
60 mins	Class time devoted to short story writing.
HW	Finish short story--due tomorrow.
Lesson Extension	<ul style="list-style-type: none"> Choose exemplary short stories and post them with images on campus to celebrate student work, entertain campus community, and raise awareness of the issue photo and story address. Have students take a photograph in their own community that highlights local issues with pollution. Have them research more about the issue their photograph presents, and then have them present (to the class or broader sector of the school community) on the scope, causes, and possible solutions to the problem. Students can create posters or flyers in lieu of oral presentations, and those can be posted on campus to raise awareness of issue in school community.

Attestations & Documentation

Arevalo, Elyssa. (2017, June 04). Researchers mourn death of monk seal caught in fishing net. KHON 2 Local News. Retrieved from www.khon2.com/news/local-news/researchers-mourn-death-of-monk-seal-caused-by-fishing-net/901476943

Bischoff, Paul. (2014, January 20). No, Beijing residents are NOT watching fake sunrises on giant TVs because of pollution. Tech in Asia. Retrieved from www.techinasia.com/beijing-residents-watching-fake-sunrises-giant-tvs-pollution

Cobaj, Lee. (2018, March 08). Bali isn't alone in its 'sea of plastic' pollution problem--the rest of indonesia is struggling too. Independent. Retrieved from www.independent.co.uk/travel/asia/bali-plastic-pollution-sea-diver-video-indonesia-problem-manta-rays-a8246241.html

HMAR. (2017, August 18). More About Hawaiian Monk Seals. Retrieved from h-mar.org/category/more-about-hawaiian-monk-seals/

This study guide was created by Jack Hudson from Providence Day School (Charlotte, NC) as part of the 2018 World View Fellows Program: The OVERBook Project on the Environment and Sustainability

For more information about the program, please visit: www.worldview.unc.edu/

- Kinu, Burhaan. (2017, March 03). In pictures: a day in the life of slum dwellers. Hindustan Times. Retrieved from www.hindustantimes.com/photos/india-news/in-pictures-a-day-in-the-life-of-slum-dwellers/photo-kUm6wRGvZQEFRPpZYZItwL.html
- Li, Feng. (2013, January 23). Blue Sky Sign [Photograph]. In Tom Butler (Ed.), *Overpopulation, Overdevelopment, Overshoot* (pp.258-59). San Francisco, CA: The Foundation for Deep Ecology. This photograph used in accordance with guidelines of the 2018 World View Fellows Program: The OVERBook Project on the Environment and Sustainability
- Noyle, Zak. (2013). Trash Wave [Photograph]. In Tom Butler (Ed.), *Overpopulation, Overdevelopment, Overshoot* (pp.178-79). San Francisco, CA: The Foundation for Deep Ecology. This photograph used in accordance with guidelines of the 2018 World View Fellows Program: The OVERBook Project on the Environment and Sustainability
- Pacific Islands Fisheries Science Center. (2018, March 08). What's the latest on Hawaiian monk seals. NOAA Fisheries News. Retrieved from www.fisheries.noaa.gov/feature-story/whats-latest-hawaiian-monk-seals
- Pitt, Michael. (2001, May). Seal in Net [Photograph]. In Tom Butler (Ed.), *Overpopulation, Overdevelopment, Overshoot* (p.37). San Francisco, CA: The Foundation for Deep Ecology. This photograph used in accordance with guidelines of the 2018 World View Fellows Program: The OVERBook Project on the Environment and Sustainability
- Sethi, Vishal. (2016, August 17). Life in a slum: ugly face of India. The Times of India. Retrieved from blogs.timesofindia.indiatimes.com/keep-india-beautiful/life-in-a-slum-ugly-face-of-india/
- Sharma, Parivartan. (2011, June 10). Man Bathing [Photograph]. In Tom Butler (Ed.), *Overpopulation, Overdevelopment, Overshoot* (pp.238-39). San Francisco, CA: The Foundation for Deep Ecology. This photograph used in accordance with guidelines of the 2018 World View Fellows Program: The OVERBook Project on the Environment and Sustainability
- Singh, Rahul. (2017, January 15). Overlooked by authorities, Noida's slum-dwellers live in hellish conditions. Millenium Post. Retrieved from www.millenniumpost.in/overlooked-by-authorities-noidas-slum-dwellers-live-in-hellish-conditions-179222
- Wainwright, Oliver. (2015, 17 March). Inside Beijng's airpocalypse--a city made 'almost uninhabitable' by pollution. The Guardian. Retrieved from www.theguardian.com/cities/2014/dec/16/beijing-airpocalypse-city-almost-uninhabitable-pollution-china
- Wright, Thomas. (2017, September 05). How can Indonesia win against plastic pollution? The Conversation. Retrieved from theconversation.com/how-can-indonesia-win-against-plastic-pollution-80966

Images Slideshow

Jack Hudson created this slideshow, October 2017.
Individual photograph credits noted on slides.

Li, Feng. (2013, January 23). *Blue Sky Sign* [Photograph]. In Tom Butler (Ed.), *Overpopulation, Overdevelopment, Overshoot* (pp.258-59). San Francisco, CA: The Foundation for Deep Ecology. *This photograph used in accordance with guidelines of the 2018 World View Fellows Program: The OVERBook Project on the Environment and Sustainability*



OVERBook caption:

(China) Blue Sky Sign: The ultimate irony- a giant LED screen on Tiananmen Square... The LED screen shows the blue sky on the Tiananmen Square at dangerous levels of air pollution on January 23, 2013 in Beijing, China. [credit: Feng Li]

Pitt, Michael. (2001, May). *Seal in Net* [Photograph]. In Tom Butler (Ed.), *Overpopulation, Overdevelopment, Overshoot* (p.37). San Francisco, CA: The Foundation for Deep Ecology. *This photograph used in accordance with guidelines of the 2018 World View Fellows Program: The OVERBook Project on the Environment and Sustainability*



OVERBook caption:

(India) Man Bathing: A larger percentage of the global population... A man bathes from a broken water pipe line in a Noida slum, located in the northern Indian state of Uttar Pradesh June 10, 2011. [credit: Parivartan Sharma]

Noyle, Zak. (2013). *Trash Wave* [Photograph]. In Tom Butler (Ed.), *Overpopulation, Overdevelopment, Overshoot* (pp.178-79). San Francisco, CA: The Foundation for Deep Ecology. *This photograph used in accordance with guidelines of the 2018 World View Fellows Program: The OVERBook Project on the Environment and Sustainability*



OVERBook caption:

(Indonesia) Trash Wave: Indonesia surfer... Surfing trash island: photographer captures startling images of garbage-strewn waves in Indonesia. Indonesian surf champion Dede Suryana rides a wave filled with trash on Untung Jawa Island. 2013. [credit: Zak Noyle]

Pitt, Michael. (2001, May). *Seal in Net* [Photograph]. In Tom Butler (Ed.), *Overpopulation, Overdevelopment, Overshoot* (p.37). San Francisco, CA: The Foundation for Deep Ecology. *This photograph used in accordance with guidelines of the 2018 World View Fellows Program: The OVERBook Project on the Environment and Sustainability*



OVERBook caption:

(Hawaii) Seal in Net: Hawaiian monk seal caught in fishing tackle Hawaiian monk seal caught in fishing tackle off Kure Atoll, Pacific Ocean. The seal was subsequently freed and released by the photographer. Photo date--May 2001
[credit: Michael Pitt]

Image Story Assignment Sheet

Prompt: Craft a short story of approximately 750 words based on one of the images we've examined in class. Focus on developing the conflict depicted in the image in a setting and with characters that remain true to the image. In order to make your story realistic, you will need to conduct outside research on the setting, people/animals, and problems presented in each image and incorporate the results of that research into your story. MLA documentation of outside sources required.

Important Advice:

- You should first decide on your conflict and the themes it will explore. You can flesh out your story from those things.
- Then, focus on your characters. Find your protagonist and determine the change he or she will undergo. What other characters will you need--foil(s) or antagonist(s), perhaps?
- Remember foundational narrative structure: exposition, rising action, climax, falling action, resolution.
- As you draft, be sure to lay the foundations of your conflict early, before it becomes apparent, and to scatter your character development throughout.
- Finally, remember that the resolution doesn't have to be neat and simple. It's okay if you leave a reader with questions about what things mean, as long as the action of the story is ended and all that's left is putting the pieces of the puzzle together correctly.

Timeline:

Day 1: Intro to images and assignment

Day 2: Prewriting handout in class, begin drafting

Day 3: Drafting day

Day 4: Short story due

Short Story Prewriting Handout

Plot / Conflict	<p>State outward conflict your story will trace.</p> <p>Offer an idea of what will initiate rising action, what will happen at climax, and how you will resolve the conflict.</p>
Theme	<p>What abstract idea, emotion, or overarching issue does your conflict give rise to?</p> <p>What message would you like to convey about that abstract idea, emotion, or overarching issue?</p>
Character	<p>Who is your protagonist? Give bio stats (age, gender, physical description, livelihood) AND descriptions of hopes for future, most urgent fears, and guiding principles.</p> <p>List family and close friendships.</p>

Character	Who else appears in your short story and what purpose will they serve (e.g., antagonist or foil character)?
Setting	<p>Where does story occur?</p> <ul style="list-style-type: none"> ● Geographic location ● Short description of important part of setting (not that depicted in photo) that employs sensory details for each of 5 senses <p>When does story take place?</p> <ul style="list-style-type: none"> ● What year? ● Length of time that elapses in telling of story.
Style	<p>Narrative p.o.v? Why?</p> <p>If first person, what sort of language will narrator use (formal, slang, simple, complex, etc.)</p>