Literature And The Land Reading And Writing For Environmental Literacy 7-12

RC Schank

**Literature and the Land** Emma Wood Rous, 2000 With Literature and the Land, Rous not only inspires you to help students to become environmentally literate, she provides the tools you need to make it happen.

**Resources in Education**, 2001

**Teaching Green - The High School Years** Tim Grant, Gail Littlejohn, 2013-09-23 This resource is ideal for anyone working with young people in grades 9-12, whether in schools or in non-formal educational settings. Richly illustrated, it offers fifty teaching strategies that promote learning about natural systems and foster critical thinking about environmental issues, both local and global. It contains new approaches to learning, strategies for living sustainably, and numerous activities that promote interdisciplinary learning. In addition, the book provides suggestions for how best to green individual subject areas, develop integrated learning programs, or replicate exemplary programs created by innovative schools and communities. Containing contributions from over sixty educators from across North America, the book’s strength lies in its diverse content. Readers learn how best to apply systems thinking, teach about controversial issues, and use a step-by-step approach to creative problem-solving in environmental projects. Also provided are instructions for measuring the ecological footprint of a high school, creating an indoor “living system” that cleans water, monitoring air quality with lichens, and using green technologies to help green school campuses. Many articles and activities engage teenagers in outdoor learning and community restoration projects. Suggestions are included for connecting students with special needs to the environment around them. Readers will find accessible background information and suggestions for many practical projects and activities. It is sure to appeal to a wide range of teachers, educators, and parents seeking innovative ideas for incorporating green themes into their programs. Tim Grant and Gail Littlejohn are the editors of Green Teacher magazine, North America’s award-winning environmental teaching resource.

**Conservation Education and Outreach Techniques** Susan Kay Jacobson, Mallory D. McDuff, Martha C. Monroe, 2015 The conservation of biological diversity depends on people’s knowledge and actions. This book presents the theory and practice for creating effective education and outreach programmes for conservation. The authors describe an exciting array
of techniques for enhancing school resources, marketing environmental messages, using social media, developing partnerships for conservation, and designing on-site programmes for parks and community centres. Vivid case studies from around the world illustrate techniques and describe planning, implementation, and evaluation procedures, enabling readers to implement their own new ideas effectively. Conservation Education and Outreach Techniques, now in its second edition and updated throughout, includes twelve chapters illustrated with numerous photographs showing education and outreach programmes in action, each incorporating an extensive bibliography. Helpful text boxes provide practical tips, guidelines, and recommendations for further exploration of the chapter topics. This book will be particularly relevant to conservation scientists, resource managers, environmental educators, students, and citizen activists. It will also serve as a handy reference and a comprehensive text for a variety of natural resource and environmental professionals.

Green Teacher, 2001

Multiple Literacies for Dance, Physical Education and Sports Stephen G. Mogge, Shelly Huggins, Jaye Knutson, Elin E. Lobel, Pamela Segal, 2023-03-14 This book explores a spectrum of literacies relevant to dance, physical education and sports. It examines conceptions of movement literacies, disciplinary literacies and traditional school literacies. It includes theory, research and instructional practice related to the uses of traditional print, multimedia, and embodied physical literacies. These literacies function independently but are also overlapping and mutually reinforcing in comprehensive instructional planning. As movement and activity-related fields continue to explore the potential for multiple literacies, this book introduces numerous possibilities, both conceptual and practical, for consideration. · Pre-service and in-service teachers in dance and physical education programs will learn how to integrate multiple literacies in curriculum design and teaching. · Graduate students will examine theoretical premises of movement and disciplinary literacies and become familiar with original research on these topics. · Teachers, school administrators, coaches and athletic directors will use the book in order to guide the inclusion of movement and activity-based fields in the disciplinary literacy agenda now common in Pre-K through secondary schooling. Media rich chapters, including photographic, video and other graphic images, allow students to access concepts through multiple modalities

Clearing, 2001

Inside the Writer's-reader's Notebook Linda Rief, 2007 With the generosity, thoughtfulness, and practicality we have come to appreciate from this extraordinary classroom teacher, Linda gives us the structures and models we need to invite every student we teach to think and act as a reader, writer, and artist. - Nancie Atwell Many teachers wonder how to juggle a writer's notebook and a reader's response log. Linda Rief ingeniously combines them both in the Writer's-Readers's Notebook. This veteran teacher truly walks the walk; she shows exactly how to make this powerful tool work in the classroom. - Ralph Fletcher The Readers-Writers Notebook is THE tool for all those concerned with adolescents and literacy.
Teri Lesesne Author of Naked Reading The Writer's-Reader's Notebook is the most essential learning and teaching tool in Linda Rief's classroom. More than an empty journal, it's a highly structured, specifically designed place where all students (English language learners, those with learning differences, girls and boys) connect reading, writing, and thinking. It's also where Linda can observe and encourage their learning. Now, in Inside the Writer's-Reader's Notebook, Linda shows you how this key resource in her English/language arts workshop has the power to help learners develop into articulate, literate citizens of the world. In Inside the Writer's-Reader's Notebook Linda guides you through the Writer's-Reader's Notebook: what's in it, why it's in there, and how to use it effectively with your students. She shows you how to use it to assess what students know, how they think, and how they can express themselves as writers and readers. Inside the Writer's-Reader's Notebook includes: descriptions of the reading and writing minilessons that Linda uses to get kids thinking in the notebook ideas for further invitations that engage adolescents in writing, reading, and drawing specific ways to use the lists and tools that are printed right in the Notebook dozens of reproducible examples of notebook pages by Linda's students that show the Notebook's multiple uses and that will help inspire your own students' writing and reading an annotated list of professional titles that will help further your knowledge of Notebooks and how to use them effectively in a variety of ways in your classroom. With a copy of the Writer's-Reader's Notebook and vital insights into its effectiveness, Inside the Writer's-Reader's Notebook includes everything you need to implement the Writer's-Reader's Notebook in any class and to help students begin the journey toward more thoughtful, purposeful literacy experiences. Read it and see why the Notebook should be at the center of your teaching. Purchase 5-packs of the Writer's-Reader's Notebook here.

**Teaching North American Environmental Literature** Laird Christensen, Mark C. Long, Frederick O. Waage, 2008

From stories about Los Angeles freeways to slave narratives to science fiction, environmental literature encompasses more than nature writing. The study of environmental narrative has flourished since the MLA published Teaching Environmental Literature in 1985. Today, writers evince a self-consciousness about writing in the genre, teachers have incorporated field study into courses, technology has opened up classroom possibilities, and institutions have developed to support study of this vital body of writing. The challenge for instructors is to identify core texts while maintaining the field's dynamic, open qualities. The essays in this volume focus on North American environmental writing, presenting teachers with background on environmental justice issues, ecocriticism, and ecofeminism. Contributors consider the various disciplines that have shaped the field, including African American, American Indian, Canadian, and Chicana/o literature. The interdisciplinary approaches recommended treat the theme of predators in literature, ecology and ethics, conservation, and film. A focus on place-based literature explores how students can physically engage with the environment as they study literature. The volume closes with an annotated resource guide organized by subject matter.

**The Book Whisperer** Donalyn Miller, 2009-03-16 Turn any student into a bookworm with a few easy and practical
strategies Donalyn Miller says she has yet to meet a child she can't turn into a reader. No matter how far behind Miller's students might be when they reach her 6th grade classroom, they end up reading an average of 40 to 50 books a year. Miller's unconventional approach dispenses with drills and worksheets that make reading a chore. Instead, she helps students navigate the world of literature and gives them time to read books they pick out themselves. Her love of books and teaching is both infectious and inspiring. In the book, you'll find: Hands-on strategies for managing and improving your own school library Tactics for helping students walk on their own two feet and continue the reading habit after they've finished with your class Data from student surveys and end-of-year feedback that proves how well the Miller Method works The Book Whisperer includes a dynamite list of recommended kid lit that helps parents and teachers find the books that students really like to read.

Reading the Earth Michael P. Branch, 1998 Distributed by the University of Nebraska Press for the University of Idaho Press Ecocriticism is a scholarly approach to literature that is rapidly building momentum and legitimacy because of its usefulness as a means of inquiry into the relationship between human culture and the nonhuman world. This collection demonstrates promising new directions in the study of literature and environment and suggests the importance and passion of this scholarly enterprise.

Experiencing Environment and Place through Children's Literature Amy Cutter-Mackenzie, Phillip Payne, Alan Reid, 2014-06-11 Recent scholarship on children’s literature displays a wide variety of interests in classic and contemporary children’s books. While environmental and ecological concerns have led to an interest in ‘ecocriticism’, as yet there is little on the significance of the ecological imagination and experience to both the authors and readers - young and old – of these texts. This edited collection brings together a set of original international research-based chapters to explore the role of children’s literature in learning about environments and places, with a focus on how children’s literature may inform and enrich our imagination, experiences and responses to environmental challenges and injustice. Contributions from Australia, Canada, USA and UK explore the diverse ways in which children’s literature can provide what are arguably some of the first and possibly most formative engagements that some children might have with ‘nature’. Chapters examine classic and new storybooks, mythic tales, and image-based and/or written texts read at home, in school and in the field. Contributors focus on exploring how children’s literature mediates and informs our imagination and understandings of diverse environments and places, and how it might open our eyes and lives to other presences, understandings and priorities through stories, their telling and re-telling, and their analysis. This book was originally published as a special issue of Environmental Education Research.

Teaching Environmental Literacy Heather L. Reynolds, 2010-01-11 To prepare today's students to meet growing global environmental challenges, colleges and universities must make environmental literacy a core learning goal for all students, in
all disciplines. But what should an environmentally literate citizen know? What teaching and learning strategies are most effective in helping students think critically about human-environment interactions and sustainability, and integrate what they have learned in diverse settings? Educators from the natural and social sciences and the humanities discuss the critical content, skills, and affective qualities essential to environmental literacy. This volume is an invaluable resource for developing integrated, campus-wide programs to prepare students to think critically about, and to work to create, a sustainable society.

**Experiencing Environment and Place through Children's Literature** Amy Cutter-Mackenzie, Phillip Payne, Alan Reid, 2014-06-11 Recent scholarship on children’s literature displays a wide variety of interests in classic and contemporary children’s books. While environmental and ecological concerns have led to an interest in ‘ecocriticism’, as yet there is little on the significance of the ecological imagination and experience to both the authors and readers – young and old – of these texts. This edited collection brings together a set of original international research-based chapters to explore the role of children’s literature in learning about environments and places, with a focus on how children’s literature may inform and enrich our imagination, experiences and responses to environmental challenges and injustice. Contributions from Australia, Canada, USA and UK explore the diverse ways in which children’s literature can provide what are arguably some of the first and possibly most formative engagements that some children might have with ‘nature’. Chapters examine classic and new storybooks, mythic tales, and image-based and/or written texts read at home, in school and in the field. Contributors focus on exploring how children’s literature mediates and informs our imagination and understandings of diverse environments and places, and how it might open our eyes and lives to other presences, understandings and priorities through stories, their telling and re-telling, and their analysis. This book was originally published as a special issue of Environmental Education Research.

**Confronting Climate Crises through Education** Rebecca L. Young, 2018-10-15 Confronting Climate Crises through Education: Reading Our Way Forward envisions the responsibility of public education to engage a citizenry more prepared to address the challenges of a changing world. Young advocates a paradigm shift that positions ecopedagogy as the central organizing principle of curriculum and assessment design. Each chapter outlines ways literature can serve as a cultural lens for examining the complex patterns of contexts behind our most pressing climate concerns, including potential solutions these patterns may illuminate. A focus on fiction and non-fiction exemplars that can provide such a lens illustrates practical steps educators can take to develop instruction around the immediately relevant environmental crises we are experiencing and to inspire more ecologically conscious, globally-minded problem-solvers prepared to confront them.

**Emerson and Environmental Ethics** Susan Dunston, 2018-09-15 At the core of Emerson’s philosophy is his view as a naturalist that we are “made of the same atoms as the world is.” In counterpoint to this identity, he noted the fluid evolution
and diversity of combinations and configurations of those atoms. Thus, he argued, our “relation and connection” to the world are not occasional or recreational, but “everywhere and always,” and also reciprocal, ongoing, and creative. He declared he would be a naturalist, which for him meant being a knowledgeable “lover of nature.” Emerson’s famous insistence on an “original relation to the universe” centered on morally creative engagement with the environment. It took the form of a nature literacy that has become central to contemporary environmental ethics. The essential argument of this book is that Emerson’s integrated philosophy of nature, ethics, and creativity is a powerful prototype for a diverse range of contemporary environmental ethics. After describing Emerson’s own environmental literacy and ethical, aesthetic, and creative practices of relating to the natural world, Dunston delineates a web of environmental ethics that connects Emerson to contemporary ecofeminism, living systems theory, Native American science, Asian philosophy, and environmental activism.

American Book Publishing Record, 2001
Outlooks Michael L. McKinney, 1997-01-01

English Letters and Indian Literacies Hilary E. Wyss, 2012-07-17 As rigid and unforgiving as the boarding schools established for the education of Native Americans could be, the intellectuals who engaged with these schools—including Mohegans Samson Occom and Joseph Johnson, and Montaukettts David and Jacob Fowler in the eighteenth century, and Cherokees Catharine and David Brown in the nineteenth—became passionate advocates for Native community as a political and cultural force. From handwriting exercises to Cherokee Syllabary texts, Native students negotiated a variety of pedagogical practices and technologies, using their hard-won literacy skills for their own purposes. By examining the materials of literacy—primers, spellers, ink, paper, and instructional manuals—as well as the products of literacy—letters, journals, confessions, reports, and translations—English Letters and Indian Literacies explores the ways boarding schools were, for better or worse, a radical experiment in cross-cultural communication. Focusing on schools established by New England missionaries, first in southern New England and later among the Cherokees, Hilary E. Wyss explores both the ways this missionary culture attempted to shape and define Native literacy and the Native response to their efforts. She examines the tropes of readerly Indians—passive and grateful recipients of an English cultural model—and writerly Indians—those fluent in the colonial culture but also committed to Native community as a political and cultural concern—to develop a theory of literacy and literate practice that complicates and enriches the study of Native self-expression. Wyss’s literary readings of archival sources, published works, and correspondence incorporate methods from gender studies, the history of the book, indigenous intellectual history, and transatlantic American studies.

Are We Building Environmental Literacy? Independent Commission on Environmental Education, George C. Marshall Institute, 1997
Unveiling the Magic of Words: A Review of *Literature And The Land Reading And Writing For Environmental Literacy 7 12*

In some sort of defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their power to kindle emotions, provoke contemplation, and ignite transformative change is actually awe-inspiring. Enter the realm of *Literature And The Land Reading And Writing For Environmental Literacy 7 12,* a mesmerizing literary masterpiece penned by way of a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve into the book's central themes, examine its distinctive writing style, and assess its profound affect the souls of its readers.

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