

Title: Ecology

Author: Rene Ribant-Amthor

Grade Level: 9-12

Subject/Content: English/Script Writing Using Ecology Vocabulary

Summary of Lesson: Students personify ecology vocabulary and write a one-act play using their knowledge of ecology as the basis for characters, conflict, setting and plot.

Databases(s): *LitFinder*, *Science In Context*

Procedures Day One:

- Steps/Activities by teacher: Lead class in a discussion regarding the use of scientific knowledge in creative writing forms
- Explain that writing without knowledge or experience won't take a professional far
- At the end of the reading selection discuss/review with the students personification in writing
- Instruct the students to personify ten keywords in the article.

Steps/Activities by students:

- Access *Science In Context*
- Click the Browse Topics button.
- Click Ecosystems from the topics list.
- Click the Read More link for the overview article at the top of the Ecosystems page.
 - Citation - Ecosystems. (2010). In *World of Biology*. Gale.
- Read selection.
- Chose ten keywords words from the article.
- Give three to five human characteristics to each word.

Procedures Day Two:

- Steps/Activities by teacher: Lead class in sharing some of their personified ecology vocabulary.

- Teach students the elements of writing character development, conflict, setting and plot.
- Review how scientific information can be integrated into creative writing genres.
- Before class the teacher should create a handout leading students through the following bolded categories of study.

Steps/Activities by students:

- Using vocabulary words chose five main "**characters**".
- List four **conflicts** that could arise between different ecology terms. An example would be DDT could be the antagonist who is killing species in the community.
- Identify who the **protagonist** of the play will be.
- Identify what the protagonist wants to accomplish.
- Identify the **antagonist**.
- Identify what the antagonist wants to accomplish.
- Identify the **supporting characters**.
- Identify the relationships of the supporting characters to the protagonist and antagonist.
- Identify the **setting** of the play.
- Write four points of **exposition**.
- Identify the **initiating incident**.
- Identify the **rising action**.
- Establish the **climax**.
- Establish the **falling action**.
- Describe the **resolution**.
- Access *LitFinder*
 - Search for *Under the Snow* by Katharine Lee Bates.
 - Read selection and discuss how the author used personification to bring broad concepts in nature to life.

- Finish rough drafts of play.
- Finish final drafts of play.

Outcome: Students will gain ecology information and knowledge of important terminology through using their writing skills to produce a one-act play.

Related Activities: Students perform their plays in class and/or for parents and the community.