

Title: Environmental Change

Grade Level: 7 - 12

Subject/Content: Social Studies (World Issues, Global Studies, U.S. History, Current Events)

Summary of Lesson: Students will learn about the early environmental movement in the U.S in the 1970s and about modern DDT use. Students will write a letter of policy recommendation to the Pan African Congress

Focus Question: Should DDT be used to help stop the spread of malaria in African nations?

Resource(s): *Student Resources In Context*

Procedures by the Teacher:

- Arrange for student access to *Student Resources In Context*

Steps/Activities by Student(s):

1. Using *Student Resources In Context*, instruct students to do a search on "**Rachel Carson**" and "**Silent Spring**"
2. As students find and read articles pertaining to **Rachel Carson** and "**Silent Spring**", ask them to think about the following questions and instruct them to take notes:
 - a. What was the main point of Rachel Carson' book *Silent Spring*?
 - b. How does DDT affect the environment?
 - c. How did the public and various industries react to the book?
 - d. What was the impact of the book?
3. Using *Student Resources In Context*, find and read the article "Not So Fast With the DDT: Rachel Carson's Warnings Still Apply"
4. As students read they will create a two-column chart with the headings "Use DDT in Africa" and "Do Not Use DDT in Africa"
5. Students will take notes on the chart as they read the article
6. Students will use their notes to write a formal business letter addressed to the Secretary General of the UN. The letter should depict a specific policy on the use of DDT in Africa and provide research to support the policy

Outcome: Students will use research to form and support a position on the use of pesticides containing DDT to stop malaria in African nations

Related Activities: Students may mail their letters to the UN as well as the U.S. President and the leaders of several African nations