Environment Unit Literary Paragraph Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

English 12

*Choose ONE of the following topics and write a formal literary paragraph addressing your topic.* ***Make sure to include specific references and quotations from the text to support your response.***

1. In the article “Our Oceans are Turning to Plastic,” Susan Casey details a serious issue using an informal, even sometimes humorous, tone. **Assess** whether Casey’s choice of an informal tone is an effective way to present this information.
2. Rachel Carson’s 1962 book *Silent Spring* is considered to be the book that began the environmental movement. Examine the book’s excerpt “Earth’s Green Mantle” and, using evidence from the excerpt, **explain** why the book was so influential.
3. David Suzuki, in his article “The Fundamental Failure of Environmentalism,” argues that environmentalists have failed and a new approach is necessary. **Discuss** the new approach that he advocates.
4. “This Teeming Ark” presents an environmental argument through narrative**. Compare and contrast** Cahill’s use of description of natural and human spaces, and **explain** how this description relates to his main idea.
5. In Johan Rockstrom’s TED talk, “Let the Environment Guide our Development,” he explains how human behavior has impacted the earth. **Describe** the impact that humans have had, according to Rockstrom. Make sure to use specific examples from the TED talk to support your thesis.
6. In his TED talk, “Let the Environment Guide our Development,” Johan Rockstrom describes a few “success stories” of ecosystems that have stabilized due to changes in policy and practice. **Explain** how one or more these success stories illustrates the idea of paradigm shift.
7. “The Anniversary Present” by Katherine Fawcett is an allegory- a story wherein characters, things, and situations are symbolic. **Explain** the allegory in the story, making reference to specific elements that are symbolic.

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| **(12)Scoring Guide: Stand-alone text** | **6**  **Superior** | **5**  **Proficient** | **4**  **Competent** | **3**  **Barely Adequate** | **2**  **Inadequate** | **1**  **Unacceptable** |
| Writing | Exhibits an effective writing style and a sophisticated use of language. | Demonstrates a strong command of the conventions of language. | Writing is straightforward. Conventions of language are usually followed | The essay shows a sense of purpose. | May be a misunderstanding of task. | May be too brief to address the topic. Serious lack of control in the writing. |
| Mechanics | Despite its clarity and precision, the response need not be error-free. | Errors may be present, but are not distracting. | Some errors are evident. | Errors may be distracting. | Errors are recurring, distracting, and impede meaning. | Paper is, at times, unintelligible, or may be too brief to assess accurately. |
| Comprehension | Superiority may draw upon any number of factors (like depth of discussion, effectiveness of argument, or level of insight). | Strong grasp of both topic and text. | The assertions in the essay tend to be simplistic; no significant errors in understanding. | Understanding of topic or text may be partially flawed. | Understanding of topic or text may be seriously flawed. | Response does not meet the purpose of the task. May be too brief. |
| Organization/  References to text | Thesis clearly states central idea. References relate to this idea, are incorporated smoothly, and convincingly support the thesis. | Writing is well-organized. References to text convincingly support the thesis. Quotations are incorporated smoothly. | Writing is organized  References are present and appropriate, but may be limited to only part of the text. May be incorporated awkwardly. | Support may consist of long references to the text which are not clearly connected to the central idea, or may be meager or repetitive. | Little support given for ideas. | No support for ideas, or support that is off-topic (i.e. does not come from text). |

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