

Creating a Lesson Plan Supported by Reflective Paper

Draft A

Prepared for Teaching in Higher Education Seminar (EPSY 8985) Fall 2020

Due 10/20/2020

Response by David R. Guinnup - Submitted 10/20/2020

Part I - Context of the People, Places and Environment Course

The Course:

People, Places and Environment (PPE) is a GenEd course created and conducted by the City and Regional Planning and Community Development program of the Department of Architecture and Environmental Design, Tyler School of Art and Architecture. The course has a number of goals, but this lesson plan focuses upon the following four goals:

- Understand the relevance of ecology as it provides a basis to plan, design, and build cities of the future.
- Be cognizant of the challenges in building and maintaining communities in the 21st Century that will be predicated on understanding and respecting the limits of our natural resources.
- Understand and appreciate the difference between major systems of ethical principles and viewpoints, and their affect upon individual and collective behavior, and ultimately upon culture, the human-built world, and the natural environment; e.g., in particular, anthropocentric vs ecocentric orientations.
- Enhance critical thinking skills.

Student Demographics:

I serve two large enrollment sections of the course: Section 1 (140), Section 2 (80). Most of the students are first and second year students (Freshmen & Sophomores), with considerably more first semester freshmen in the Fall Semester. There are noticeably more women than men. Typically, the enrollment will include a few international students, and first and second generation immigrants, for some of whom, American English is/was a second language for themselves and/or in their household.

The Lesson's Place in the Course:

The title of the lesson is “The Land Ethic: The Beginning of the Essential Trilogy” and it is the first lesson/session in Part 4 of the PPE Course. Part 4 is entitled “Reshaping the Ethos of the 21st Century City.”

For the last four semesters, the lesson has had two parts:

- Runaway Trolley Problem: When Competing Ethical Principles Collide. (Lead by me)
- Lecture on the Aldo Leopold's "Land Ethic." (Presented by the lead Professor and Lecturer)

This Fall Semester, I will be doing both elements.

Intellectually, Part 4 “focuses on some basic ethical premises, as well as attitudes, that have influenced how people create place and how that relates to our environment. In this venture it becomes important to understand the basic ‘laws of ecology,’ and how they can be incorporated into planning and designing” our settlements and communities of tomorrow. (Cohen, 2014, 105) Naturally, the issue of what is ethics and what is ethical arise early in the process which requires a discussion and exploration of different and often conflicting ethical principles for human behavior. The Runaway Trolley problem requires some analysis and critical thinking from students.

Student Prior Knowledge:

The students will come into the lesson with Parts 1, 2 and 3 of the course completed, and have been exposed to a definition of ecology. Yet they will have many different educational and life experiences. As GenEd students few will have an career interest in Urban and Regional Planning nor in Community Development. Given the demographics of the two Sections, I will assume that very few of the students will have had exposure to formal concepts of ethics, consequentialism, categoricalism, anthropocentrism, stewardship, or ecocentrism. In the first week of the course they read Aldo Leopold’s “Think Like A Mountain.” and by class time should have read his “Land Ethic.” I am assuming that many will have not actually read the “Land Ethic” before coming to class. Likely few will have developed an understanding of Aldo Leopold’s contribution to ecology or ecocentrism.

What Readings Support the Learning in this Lesson:

The primary readings are:

An edited version Aldo Leopold’s “Land Ethic” (1949), as published in the *People Places and Environment Reader* (2014)¹, is available to students². This reading includes a brief “Editor’s Introduction.” The reading is also available in its original unedited and unabridged version via “Course Reserves” in the Canvas PPE Course Shell.³ The Editor’s Introduction is also available on the Assignment Page for 10/20/2020 in Canvas PPE Course Shell.

The Foreword to Leopold, Aldo in *A Sand County Almanac and Sketches Here and There*. Oxford University Press, 1949, 1968. This short reading is available via “Course Reserves” in the Canvas PPE Course Shell.

¹ Cohen, William J. ed. *People, Places and Environment Reader* (New York, McGraw Hill Education, 2014.

² Available for purchase (new or used) or rent from the Temple University Book Store (Barnes & Noble).

³ The *PPE Reader* is relatively expensive. So since physical reserves at the Charles Library are not available this semester, I made arrangements to have the unedited and unabridged source materials scanned and put on Canvas Course Reserves. These are the source materials from which the readings in Parts 1 thru 4 of the *PPE Reader* were derived.

How the Lesson Prepares the Students to Meet Course Goals:

- A. The Runaway Trolley problem requires analysis and critical thinking skills both individually, and within planned small and large group discussion groups. It also provides an experience with a dilemma among different competing ethical principles.
- B. The lecture and slides based on selections (“Foreword” & “The Land Ethic”) from Aldo Leopold’s classic book, *Sand County Almanac*, combined with some Socratic questioning, contribute to meeting the following course and GenEd learning goals:

Introduces students to the content and historical development of the two major ethical systems in regard to human treatment of the natural environment: anthropocentrism and ecocentrism. And, it enables them to explore the impact of each on individual and collective behavior, ultimately upon culture, and both the human-built world and the natural environment.

Increases their understanding of the relevance and importance of ecology, both natural and cultural, and its relationship to anthropocentric and ecocentric orientations.

Introduces them to the concept of “Ethos” and its role in society.

Reinforces an understanding of and respect for the limits of our natural resources.

How this lesson aligns with the Assessment used for this Assignment and/or Course:

- A. A short Self-Assessment Quiz will be posted within seven days of the class that will contain several questions pertaining to the material in this lesson. While this quiz must be completed, it does not count as part of the final course grade.
- B. The Second Examination will include one of two questions regarding the material in this lesson, traditionally, in particular, the Aldo Leopold portion of the lesson.

Chronology of Lesson Activities:

See attached Table 1.00 for a “Chronological Account of Activities.” Note Activities bypassed in order to fit an 80 minute class are shaded in the table.

Part II - The Lesson Plan for 10/20/2020.

Lesson Title: The Runaway Trolley and The Land Ethic: The Beginning of the Essential Trilogy

Start Zoom Meeting and Attendance

Start the Zoom Meeting Session by 9:15 for Section 1 and 12:15 PM for Section 2 (Sessions are 80 minutes long. Open Attendance so students can Check-in.

Opening:

Good morning/Good Afternoon! Today, I am going to ask you to use your imagination and engage in the direct experience of an Ethical Dilemma. Why? **Path A (for 80 minute Classes):** Sometimes a physical experience can provide deeper and more lasting learning than traditional content lecturing.

Path B (for 2 hour classes): Well, I am going to ask you participate in a brief exercise, and then let you tell me why.

Start the segment regarding learning about prime numbers in two ways.
(Open the Animated Prime Number Rule Slide File).

Here is a example of two teaching and Learning methods.

Discovery of a Rule: Here is a pile of 11 blocks, sort them into separate stacks of 2 blocks each, such that you don't have any leftover blocks. What is the rule? (Then into separate stacks of 3 blocks each, such that you don't have any leftover blocks. Then into separate stacks of 4 blocks each, such that you don't have any leftover blocks. So on and so forth.)

Presentation of a Rule: A prime number is whole number greater than 1 that can not be made by multiplying two other whole numbers together; or in other words, is only divisible by 1 and itself.

Which method do you think is more personal and engages more senses and parts of our body? Which takes longer? Which method will likely result in longer retention?

(Two types of teaching and learning approaches. Sometimes a physical experience can provide deeper and more lasting learning than traditional content lecturing.)

(Close the Animated Prime Number Rule Slide File)

Path A (for 80 minute Classes):

Today, together, we are going to do a little of each type of learning. You will have an opportunity to actively participate in an ethical thought experiment, discuss with your peers what you would do, tell me what you would do, and on the other hand, I will do some traditional lecturing (**Open Introduction Slide Show**)

Today, we start Part 4 of the course entitled “Reshaping the Ethos of the 21st Century City.” The first segment of Part 4 is the Essential Trilogy. So today, we will focus on the first part of the Trilogy, Aldo Leopold’s “Land Ethic.” But before we dig more deeply into the details of Aldo Leopold’s ideas and contributions, we need to consider what “Ethos” and “Ethics” are. **(Pause at Slide #10 of the Introduction Slide Show)**

Move to the Runaway Trolley Problem. **(Open the Runaway Trolley Problem Slides.)**
Brief reminder of Ground Rules (Requirement of having a Discussion Leader and Reporter.)

Path A (for 80 minute Classes):

Scenario 1: The Trolley Driver (Pause on slide #12):

Zoom Poll #01A: After Discussion, ““What is the Right Thing To do? Why?””
Class Discussion of Results of Poll

Path B (for 2 hour classes)

Scenario 1: The Trolley Driver (Pause on slide #12):

Zoom Breakout Session Q01A? “What is the Right Thing To do? Why?”

Put the Question Slides in Chat (PDF Version).

Zoom Breakout Session (5 people in group - 10 minutes).

Return from Breakout Session (Selected oral reports, and Zoom Chat Reports).

Zoom Poll #01A: After Discussion, ““What is the Right Thing To do? Why?””

Brief Discussion of Results of Poll and Breakout Group Responses

Path A (for 80 minute Classes):

Scenario 2: Commuter on the Bridge (Pause on Slide #21):

Zoom Breakout Session Q02A? “What is the Right Thing To do? Why?”

Put the Question Slides in Chat (PDF Version).

Zoom Breakout Session (5 people in group - 10 minutes).

Return from Breakout Session (Selected oral reports, and Zoom Chat Reports)

Zoom Poll #02A: After Discussion, “What is the Right Thing To do? Why?”

Brief Discussion of Results of Poll and Breakout Group Responses

Back to the Runaway Trolley Problem Slides (Start on Slide #22)

(Explanation of Consequentialism vs Categoricalism)

Brief listing and discussion of other principles that can be used for “Moral Reasoning”

You are not alone in your responses and discomfort — Your Brain is Perhaps Hardwired.

Stop on Slide #29

Optional Activity: If time allows, view 1:33 minute video entitled “Kant Ax”; otherwise, close Runaway Trolley Problem Slides.

Move to Aldo Leopold and the Land Ethic

- (Open “AldoLeopold_LandEthic_EcocentricSlideShow3Ed.pptx”)
- Stop at Slide 19
- (Back to “IntroductionToPart4_LandEthic_PPE.pptx” Start at slide #11)
Summary of what we have covered and learned today.

The End of the Lecture/Presentation.

Reminders:

Lecture and Runaway Trolley slides will be posted (in PDF format) by tomorrow morning on the Assignment page for today. Look for an Announcement.

Lesson for Thursday, 10/22/2020 (“The Tragedy and the Tyranny: Completing of the Essential Trilogy”)

Notice: Coming Saturday or Sunday: Short Self-Assessment Quiz for this and the next two lessons/sessions. It must be completed, but does not count as part of your course grade. - Consider it as sort of a study guide for a portion of 2nd Exam.

The Floor is open for questions, comments, observations, etc.

Close the Zoom Meeting Session and Attendance.

File: DRGs_LessonPlan SupportedByReflectivePaper20201020DraftA.wpd/pdf (WPW)

Table 1.00
Chronological Account of Activities
Lesson Plan for 10/20/2020
Runaway Trolley and The Land Ethic: The Beginning of the Essential Trilogy
Course: People, Places and Environment (CTRP 0807)

| Activity | Estimated Duration (Minutes) | Can be Condensed or Truncated (Y/N) | | | Jettisoned / Dropped (Y/N) |
|--|------------------------------|-------------------------------------|---|--|----------------------------|
| | | Expendable (Y/N) | | | |
| Opening | 2 | Y | N | | N |
| Prime Number Rule Discovery | 0 | Y | Y | | Y |
| Introduction to Part 4 of Course and the Material for today (Pause at Slide #10) | 4 | Y | N | | N |
| Runaway Trolley - Scenario 1 | | | | | |
| Presentation (Pause at Slide #12) | 6 | N | N | | N |
| Zoom Poll - S1A | 0 | Y | Y | | Y |
| Zoom Breakout Rooms Session - Justification | 0 | Y | Y | | Y |
| Zoom Poll - S1B What's the right thing to do? Why? | 5 | N | N | | N |
| Alternative Activities: | | | | | |
| a) Large Group Discussion on Choices | 5 | N | N | | N |
| b) Meeting Rooms Return, Chat Reports, and Discussion | 0 | Y | Y | | Y |
| Wrap-up | | | | | |
| Runaway Trolley - Scenario 1 | | | | | |
| Presentation (Pause at Slide #21) | 5 | N | N | | N |
| Zoom Poll - S2A | 0 | Y | Y | | Y |
| Zoom Breakout Rooms Session - Justification | 8 | N | N | | N |
| Zoom Poll - S1B What's the right thing to do? Why? | 3 | N | N | | N |
| Meeting Rooms Return, Chat Reports, and Discussion | 8 | Y | N | | N |
| Wrap-up | | | | | |
| Kant Ax Video (1.33 minutes) - Optional Activity | 0 | N | Y | | Y |
| Aldo Leopold and "The Land Ethic" Lecture (Stop at Slide 19) | 10 | Y | N | | N |
| Back to Introduction/Summary (Start at Slide 11, Stop at Slide 17) | 5 | Y | N | | N |
| Reminders: Next Lesson, Self-Assessment Quiz | 2 | N | N | | N |
| Floor open for questions, comments, requests, etc.* | 10 | Y | N | | N |
| Total Time | 73 | | | | |

Notes: * Instructor holds Zoom Meeting open for 10 to 15 minutes after normal closing time.

Deleted Activities