

# APES SUMMER ASSIGNMENT

**Option 1:** Choose one book from the list below to read over the summer and choose three environmental documentaries to watch (some suggestions are below, but you may choose others).

BOOK: As you read, and after you finish... please complete the following:

- a) Write down any vocabulary and/or information that is related to environmental science and define (10 Term Minimum)
- b) Describe any questions you may have as a result of your reading (5 Questions Minimum)
- c) Describe your opinion of the reading – positive/negative/neutral. Reference items in the book to support your thoughts. (Minimum 2 paragraphs)
- d) Relate what you have learned to your personal life – how does it affect/impact you? How does it fit into an APES course? (Minimum 1 paragraph)
- e) Explain the overall message of the book and defend why you think this is the message (Minimum 1 paragraph)
- f) Condense the overall message of the book into a Bumper Sticker slogan. Design & draw your bumper sticker.

## Book Options

- A Civil Action Jonathan Harr
- A Fierce Green Fire Philip Shabecoff
- A Green History of the World Clive Pointing
- A Reason for Hope Jane Goodall
- A Sand County Almanac (Leopold)
- Atmosphere, Climate and Change Thomas Graedel and Paul Crutzen
- Beyond Malthus (Brown)
- Biogeochemistry of a Forest Ecosystem Gene Likens
- Cadillac Desert Marc Reisner
- Changes in the Land William Cronon
- Cheap: The high cost of discount culture (Shell)
- Climate Change: The IPCC Scientific Assessment J.T. Houghton et al.
- Coal River (Shnayerson, M)
- Cradle-to-Cradle: Remaking the Way we Make Things (McDonough & Braumgart)
- Deep Ecology Bill Devall
- Degrees of Disaster: Prince William Sound Jeff Wheelwright
- Desert Solitaire Edward Abbey
- Digging Dinosaurs John Horner
- Earth in Mind David Orr
- Earth in the Balance Al Gore
- Earth Under Siege Richard P. Turco
- Ecology and the Politics of Scarcity William Ophuls
- Ecology, Economics, Ethics: The Broken Circle Bonnann and Kellert
- Eco-warriors Rick Scarce
- Encounters with the Archdruid John McPhee
- Endurance: Shackleton's legendary Antarctic Expedition Caroline Alexander
- Energy: From Nature to Man William C. Reynolds
- Extinction: Bad Genes or Bad Luck D. Raup
- Field Guide to Nature Observation and Tracking Tom Brown
- Four Corners Kenneth Brown
- Gorillas in the Mist Dianne Fossey
- Green Delusions Martin Lewis
- Guns, Germs and Steel Jared Diamond
- Hot, Flat and Crowded (Friedman)
- How Many People Can the Earth Support? Joel E. Cohen
- In the Shadow of Man Jane Goodall
- Into the Wild Jon Krakauer
- Into Thin Air: Personal Account of the Mt Everest Disaster Jon Krakauer
- Isaac's Storm Eric Larson
- Ishmael Daniel Quinn
- Last Refuge: Environmental Showdown in the American West Jim Robbins
- Life in the Balance: Humanity and the Biodiversity Crisis Niles Eldridge
- Living Downstream: Cancer and the Environment Sandra Steingraber
- No Turning Back Richard Ellis
- Ocean's End Colin Woodward
- Of Wolves and Men Barry Lopez
- Omnivore's Dilemma (Pollan)
- On Human Nature E.O. Wilson
- Our Common Future World Comm. On Env. and Devel.
- Our Ecological Footprint Wackernagel and Rees
- Out of Gas: The End of the Age of Oil David Goodstein
- Pilgrim at Tinker Creek Ann Dillard
- Plan B 2.0: Rescuing a Planet Under Stress and a Civilization in Trouble (Brown)
- Prisoner's Dilemma William Poundstone
- Red Sky at Morning James Speth
- Replenish the Earth Lewis Regebestein

- Sand County Almanac Aldo Leopold
- Silent Snow Marla Cone
- Silent Spring Rachel Carson
- Sociobiology E.O. Wilson
- Strange Encounters Daniel Botkin
- Surely You're Joking Mr. Feynmann?  
Richard Feynmann
- Tales of the Shaman's Apprentice Mark  
Plotkins
- The Big Necessity (George, R)
- The Burning Season Andrew Revkin
- The Cold and the Dark: The World After Nuclear  
War Carl Sagan, Paul Ehrlich et al
- The Coming Plague Laurie Garrett
- The Condor's Shadow David S. Wilcove
- The Control of Nature John McPhee
- The Cowboy Way David Mc Cumber
- The Dinosaur Heresies Robert Bakker
- The Diversity of Life E.O. Wilson
- The End of Food Paul Roberts
- The End of Nature Bill McKibben
- The Future of Life E.O. Wilson
- The Heat is On: Climate Crisis Ross Gelbspan
- The Limits to Growth - 2nd Edition Donella  
Meadows
- The Monkey Wrench Gang Edward Abbey
- The Naturalist E.O. Wilson
- The Night of the Grizzlies Jack Olsen
- The Origin of Feces (Waltner-Towes)
- The Perfect Storm Sebastian Junger
- The Population Bomb Paul Ehrlich
- The Population Explosion Paul and  
Anne Ehrlich
- The Sand Dollar and the Slide Rule  
Delta Willis
- The Sixth Extinction Richard Leakey
- The Solace of Open Spaces Gretel  
Ehrlich
- The Song of the Dodo David Quammen
- The Stork and the Plow Paul Ehrlich
- The Warning: The Accident at Three Mile  
Island Mike Gray and Ira Rosen
- The World Without Us (Weisman, A)
- Three Scientists and Their Gods Robert  
Wright
- Tinkering with Eden Kim Todd
- Tracking the Vanishing Frogs Kathryn  
Phillips
- Walden Pond Henry Thoreau
- Water Wars: Drought, Flood, Folly and the  
Politics of Thirst (Ward)
- Weather Makers (Flannery, T)
- Where Mountains are Nameless: ANWR  
Jonathon Waterman
- Why People Believe Weird Things  
Michael Shermer
- Wild Ones (Mooallem)
- Wolves of Isle Royale Rolk Peterson

DOCUMENTARIES: Documentaries must be a minimum of 45 minutes in length. Documentaries should look at Environmental ISSUES, not just nature. Please complete the following for EACH Documentary.

- Provide the name of the documentary and year in which it was released.
- Describe any questions you may have as a result of your viewing (3 Questions Minimum)
- Describe your opinion of the documentary – positive/negative/neutral. Reference items in the documentary to support your thoughts. (Minimum 1 paragraph)
- Relate what you have learned to your personal life – how does it affect/impact you? What information affected you the most? Will it impact how you live your life? (Minimum 1 paragraph)
- Choose one documentary and explain the overall message of the movie and defend why you think this is the message (Minimum 1 paragraph)
- Choose one documentary (doesn't have to be the same documentary you chose in e), and design a unique movie poster and slogan for it. Your movie poster should be colorful, neat, and include a slogan that identifies the message of the film.

#### Suggested Documentaries

- National Geographic: Human Footprint
- National Geographic: Six Degrees Could Change the World
- 180° South
- Flow: For the Love of Water
- Tapped
- Trashed
- Food, Inc.
- King Corn
- Dirt
- Gasland
- Who Killed the Electric Car / Revenge of the Electric Car
- Manufactured Landscapes
- Vanishing of the Bees
- Fresh
- Fuel
- Bag It
- Baraka
- Blue Gold: World Water Wars
- World in Balance: The Population Paradox
- Plastic Planet
- Planet in Peril
- An Inconvenient Truth
- Empty Oceans, Empty Nets
- Harvest of Fear (Frontline)
- The Cove
- Hawaii: Message in the Waves
- Cane Toads: An Unnatural History

**Option 2:** Find EIGHT articles that are published this summer 2015 (from June-August).

- Each article must be about a different environmental issue.

Examples of some environmental issues: chemical contamination, oil spills, pesticides, air pollution, climate change, rainforest deforestation, overpopulation, desertification, coral reef destruction, urban sprawl, introduction of non-native/invasive species, endangered species

- Include each article printed from the internet, photocopied from a journal, or cut from a newspaper or magazine.
- The sources may be scientific publications, popular magazines, newspapers or the like. Try the NY Times (especially Tuesdays), National Geographic, Discover Magazine, as well as the more scholarly Scientific American, Science, Nature, etc.
- You may use an online newspaper or journal, as well as “.gov, .edu, or .org” sites.
- Cite your sources properly (MLA or APA) on a reference page at the end of the section.
- Remember, maintain your integrity and write your original thought, (“cutting and pasting” from the article is not writing in your own words!).

For each article answer the following questions. Please number your articles and answers.

- 1) Summarize the content in the article in your own words. Focus on the questions below.
  - a. What is the problem? When did it begin?
  - b. Who are the responsible parties, if they are known?
  - c. How severe is the environmental impact?
- 2) Your reflection &/or reactions to/ on the article
  - a. What are your thoughts on the issue?
  - b. Does it support or refute other information you've heard or read? How so/in what way?

### **Option 3:**

APES 2015- 16 Summer Scavenger Hunt

#### A. GOALS:

1. Explore, enjoy, honor, consider and document your environment
2. Take the Ape out sightseeing.

#### B. RULES

1. FIND as many of the items as you can (see list). All items can be found very locally, at some level, but might be better further afield.
2. PROOF of finding each item is an image (digital or film, still or motion), clearly showing (a) the item, (b) yourself, and (c) the Ape [or, in a pinch, a date-identifying item].
3. Required DOCUMENTATION for each image is (a) the item identification, (b) the item location, (c) the date the item was "collected", and (d) "additional information" (see list).
4. Your PRODUCT will be a powerpoint slideshow OR a video.
  - a. submitted on a CD, DVD or flash drive, or online.
  - b. due on Monday of the second week of class.
  - c. It will be shown in class.
5. HELPING each other:
  - a. If your product is a video: you can work with one partner (in pairs) to submit one video product for both of you. Both partners must be represented with every item.
  - b. If your product is a slideshow: you can help each other, but your product is yours alone, with yourself in each image.
6. You are NOT ALLOWED to trespass, obstruct traffic, violate any laws, jeopardize your safety or compromise your integrity in any way in pursuit of any item.

#### C. PRODUCT: Video OR Slideshow including maps, with checklist

1. VIDEO: Each item would be a clip, including the item, the icon, you, and the requisite documentation (which could be audio, of course). Videos can be submitted with a partner.
2. POWERPOINT SLIDESHOW: Each item is a slide, including the item, the icon, you and the requisite documentation. Slideshows must be submitted individually. If you're doing it on google, keynote or some odder program, download it and convert it to powerpoint.

#### D. CREDIT

1. Clarity and quality of imagery is important
2. Accuracy and thoroughness of documentation are important.
3. Creativity and entertainment value are way better than no creativity or entertainment value; they can compensate for minor deficiencies, but not for major deficiencies.
4. Evidence of trespassing, obstruction of traffic, violation of laws, jeopardizing safety or compromising integrity will cost credit. Photoshopping or other image manipulation to gain advantage constitutes an absolute abandonment of integrity. Remember that you represent Las Lomas High School.

E. SUGGESTIONS

1. Have fun with it; it's not supposed to be "work."
2. Build it gradually throughout the summer. Saving it all for the last day would make it "work".
3. Keep the Ape in your wallet or with your phone, so you're always ready. When you see something, don't forget to take out the Ape, take a picture or clip, and collect the info.
4. If you have no imaging device, you can borrow one from a friend, or work with a friend, or let me know and you can borrow one from me.
5. If you have any questions, email me [jmerken@auhsdschool.org](mailto:jmerken@auhsdschool.org)

**APES 2015- 16 Summer Scavenger Hunt List**

#	Category	Best	Better	Good	Additional Information	Date and Location
#1	Hydrosphere	Ocean	Bay	Flowing or standing water in a watershed	Name of body of water	
#2	Atmosphere Type of cloud	Cumulus	Stratus	Cirrus	Name of cloud	
#3	Biogeochemical Cycle	Nitrogen Cycle	Carbon Cycle	Water cycle	Where is the element or Compound has come From and is going	
#4	Energy flow	Carnivore Consuming	Herbivore Consuming	Photosynthesis Happening	Names of organism Participating	
#5	Biodiversity	Endemic species in Its habitat	Native Endangered Animal in its habitat	Native Endangered Plant in its Habitat	Name of species	
#6	Biodiversity	Invasive Animal	Invasive Plant	Non- native Endangered specie	Name of species and Where it came from	
#7	Population Growth	Human less Than a year old	Human less Than two Years old	A human less than Five years old	Name of the human. A quote from the human Or their parent or Guardian	
#8	Forest	Native tree You can't Reach one Quarter of The way around	Native tree You can't Reach more than halfway around	Non-native tree yo can't reach more than halfway around	Name of species	
#9	Biodiversity Preserve	National Park system	State park System	County or city Park system	Name of park	
#10	Food Crops	Food crop Being grown On a farm	Food crop Being transported	Food crop Being Processed or retailed	Name of food crop	
#11	Meat	Animals being raised for food in a CAFO	Animals being raised for food on rangeland	Meat being retailed	Name of animal	
#12	Fishing	Commercial fishing operation	Recreational fishing	Fish being retailed	Name of fish	
#13	Water resources	Water Transport System	Water Storage System	Water delivery And use	Where water came from And goes to	

#14	Water Pollution	Point Source of Water pollution	Nonpoint Source of Water Pollution	Polluted water or Solid water Pollutant	Type of water pollution	
#15	Air Pollution	Nonmobile Point source Emitting Pollution	Mobile Source Emitting Pollution	Air pollution Without Identified Source	Type of air pollution	
#16	Renewable Energy	Renewable Power Generating Plant (solar, Wind, etc)	Renewable Residential Or Commercial Generator	Renewably Powered Appliance	Type of Renewable energy	
#17	Fossil Fuels	Fossil fuel Production Or Processing (mine, well, Refinery, etc)	Non- gas Fossil fuel Use or Retail	Gasoline Retail	Name of fossil fuel	
#18	Solid waste	Reducing Waste (not Reusing or Recycling)	Reuse of Potential Waste	Recycling Potential waste	Potential waste	
#19	Urbanization	LEED platinum or gold building	LEED silver or certified building	Other "green" building	Name of or occupants of building, description of "green features"	
#20	Transportation	Riding Public mass Transit	Public mass Transit	Private mass Transit	Destination	
#21	Transportation	Two cars in Same image Differing in Mileage by More than 30 mpg	Two cars, in same image, differing in mileage by more than 20 mpg	Two cars, in same image, differing in mileage by more than 10 mpg	Makes, models and mileages of pictured cars	
#22	Politics and Economics	University building, from which the environment is studied	Community college building, from which the environment is studied	Commercial or office building, from which the environment is worked with	Name of someone who Works there, and a quote from them about the environment.	
#23	Politics and Economics	Worker in environment-related profession	Volunteer in environment related work	Environmentally aware person	Name and environmental role of person, and a quote from them about the environment	
#25	Beauty	A non-human thing in the environment that you find extraordinarily beautiful	A non-human thing in the Environment that you find moderately beautiful	A non-human thing in the environment that you find not beautiful at all	What it is, and why it's beautiful or not	

