**Understandings, Applications and Skills** (This is what you may be assessed on)

**Significant ideas**

* Historical events, among other influences, affect the development of environmental value systems (EVSs) and environmental movements
* There is a wide spectrum of EVSs, each with its own premises and implications

**Big questions**

* What value systems can you identify at play in the causes and approaches to resolving the issues addressed in this topic?
* How does your own value system compare with others you have encountered in the context of issues raised in this topic?

|  | **Statement** | **Guidance** |
| --- | --- | --- |
| 1.1.U1 | Significant historical influences on the development of the environmental movement have come from literature, the media, major environmental disasters, international agreements and technological developments | 1: A variety of significant historical influences could be covered, but with a minimum of three in-depth examples. Possible examples could include: James Lovelock’s development of the Gaia hypothesis; Minamata disaster; Rachel Carson’s book Silent Spring (1962);, Davis Guggenheim’s documentary An Inconvenient Truth (2006); Chernobyl disaster of 1986; Fukushima Daiihi nuclear disaster of 2011; whaling; Bhopal disaster of 1984; Gulf of Mexico oil spill of 2010; Chipko movement; Rio Earth Summit 2012 (Rio+20); Earth Day; Green Revolution;  Copenhagen Accord; recent or local events of student interest.  2: In the range of historical influences selected, it is beneficial to have both local and global examples. |
| 1.1.U2 | An EVS is a worldview or paradigm that shapes the way an individual, or group of people, perceives and evaluates environmental issues, influenced by cultural, religious, economic and socio-political contexts. | A society is an arbitrary group of individuals who share some common characteristics, such as geographical location, cultural background, historical timeframe, religious perspective, value system and so on. |
| 1.1.U3 | An EVS might be considered as a system in the sense that it may be influenced by education, experience, culture and media (inputs), and involves a set of interrelated premises, values and arguments that can generate consistent decisions and evaluations (outputs). | EVSs are individual; there is no “wrong” EVS. |
| 1.1.U4 | There is a spectrum of EVSs, from ecocentric through anthropocentric to technocentric value systems |  |
| 1.1.U5 | An ecocentric viewpoint integrates social, spiritual and environmental dimensions into a holistic ideal. It puts ecology and nature as central to humanity and emphasizes a less materialistic approach to life with greater self-sufficiency of societies. An ecocentric viewpoint prioritizes biorights, emphasizes the importance of education and encourages self-restraint in human behaviour. |  |
| 1.1.U6 | An anthropocentric viewpoint argues that humans must sustainably manage the global system. This might be through the use of taxes, environmental regulation and legislation. Debate would be encouraged to reach a consensual, pragmatic approach to solving environmental problems. |  |
| 1.1.U7 | A technocentric viewpoint argues that technological developments can provide solutions to environmental problems. This is a consequence of a largely optimistic view of the role humans can play in improving the lot of humanity. Scientific research is encouraged in order to form policies and to understand how systems can be controlled, manipulated or changed to solve resource depletion. A pro-growth agenda is deemed necessary for society’s improvement. |  |
| 1.1.U8 | There are extremes at either end of this spectrum (for example, deep ecologists–ecocentric to cornucopian–technocentric), but in practice, EVSs vary greatly depending on cultures and time periods, and they rarely fit simply or perfectly into any classification. |  |
| 1.1.U9 | Different EVSs ascribe different intrinsic value to components of the biosphere. |  |
| 1.1.A1 | Discuss the view that the environment can have its own intrinsic value. |  |
| 1.1.A2 | Evaluate the implications of two contrasting EVSs in the context of given environmental issues. |  |
| 1.1.A3 | Justify, using examples and evidence, how historical influences have shaped the development of the modern environmental movement |  |

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1.1.U9 Different EVSs ascribe different intrinsic value to components of the biosphere.

1.1. A1 Discuss the view that the environment can have its own intrinsic value. (My website has good examples)

1.1. A2 Evaluate the implications of two contrasting EVSs in the context of given environmental issues.

1. Watch the video Man vs Earth. <https://www.youtube.com/watch?v=VrzbRZn5Ed4>. Briefly describe how this video made you feel.
2. Define Environmental Value System
3. Throughout the course we will evaluate different systems using a systems diagram. A system is any collection of components that work together to perform a function. These components consists of inputs, outputs and storages. In the space below, complete the EVS systems diagram. Add any additional inputs and outputs. What influences a persons knowledge and opinion (TOK)



1. Complete the table below

|  | **Definition** | **tends to…** |
| --- | --- | --- |
| Ecocentric |  |  |
| Deep Ecologists |  |  |
| Soft Ecologist (self-reliant) |  |  |
| Antropocentric |  |  |
| Technocentric |  |  |
| Cornucopia |  |  |

1. Summarize the view points of the following individuals

| Deep ecologists |  | |
| --- | --- | --- |
| Soft ecologists |  | |
| Environmental managers |  | |
| Cornucopia |  | |

1. The country of Chile is looking to build a large hydroelectric dam in Patagonia in order to support the increased demand of electricity due to its growing population and industry. Summarize some possible viewpoints of the following types of people.

| **Ecocentric** |  |
| --- | --- |
| **Anthropocentric** |  |
| **Technocentric** |  |

1. Complete the following table

| **Environmental Issue** | **Ecocentrist** | **Anthropocentrist** | **Technocentrists** |
| --- | --- | --- | --- |
| International ivory trade and poaching |  | How can farmers co-exist with elephants? |  |
| Rainforest destruction | Safe the trees. It’s the animals’ home first |  |  |
| Intrinsic value of an old growth forest |  |  |  |

1. Draw a continuum line below. On the line, mark an “X” that represents YOUR perspective on this issue

Deep ecologist/Ecocentric Cornucopian/Technocentric

1. Write a paragraph on your own personal views on environmental systems. Reflect upon where you stand on the continuum of environmental philosophies with regard to specific issues arising throughout the syllabus.

Note: You may have a combination of different viewpoints, this is fine. There is no wrong answer when giving your opinion but you do need to be able to justify it.

* 1. population control
  2. resource exploitation
  3. sustainable development
  4. any other ideas you feel important

**Theory of knowledge:**

1. EVSs shape the way we perceive the environment—which other value systems shape the way we view the world?
2. Identify a current issue. Describe how each context could influence people’s perception on an issue and the way it is being addressed
   1. Cultural:
   2. Religious:
   3. Economic:
   4. Socio-political:
3. Watch the video on intrinsic values <https://www.youtube.com/watch?v=9i4EexIF_3E>

Give two examples of intrinsic values. Identify an intrinsic value for yourself. Justify your answer.

1. View the 8 videos. Decide where each of them lies on the environmental philosophies’ continuum.

* [Matt Ridley—The Natural Optimist](http://www.youtube.com/watch?v=Wqr2xfppFuQ&feature=related) (<https://www.youtube.com/watch?v=Wqr2xfppFuQ&feature=related>)
* [Going Green—Militant bicyclists and more](http://www.dailymotion.com/video/xaxjzw_going-green-good-for-earth-good-for_shortfilms) (<https://www.youtube.com/watch?v=DBP2LTQxqZ8>)
* [Rush Limbaugh blasts a Global Warming caller](https://youtu.be/atE_QvWwtHo) (<https://www.youtube.com/watch?v=atE_QvWwtHo&feature=youtu.be>
* [Bjorn Lomborg talks about Al Gore overselling Climate Change](https://youtu.be/-Z_IC3xrgJk) (<https://www.youtube.com/watch?v=-Z_IC3xrgJk&feature=youtu.be>)
* [Cloud seeding and other Geo-engineering solutions to environmental issues](https://youtu.be/SvrEAj5JhG8) (<https://www.youtube.com/watch?v=SvrEAj5JhG8&feature=youtu.be>)
* [Life in a Russian Eco-village](http://www.youtube.com/watch?v=EjdRxCmPJsk&feature=related) (<https://www.youtube.com/watch?v=EjdRxCmPJsk&feature=related>)
* [Al Gore—Five years after *The Inconvenient Truth*](https://www.ted.com/talks/al_gore_warns_on_latest_climate_trends) (<https://www.youtube.com/watch?v=aU97aaKZT1g>)
* [Satish Kumar explains the meaning of Deep Ecology](https://youtu.be/R2gZ6FRhc3w) (<https://www.youtube.com/watch?v=R2gZ6FRhc3w&feature=youtu.be>)

1.1.U1 Significant historical influences on the development of the environmental movement have come from literature, the media, major environmental disasters, international agreements and technological developments

1.1. A3 Justify, using examples and evidence, how historical influences have shaped the development of the modern environmental movement

1. Watch the video History of Environmentalism <https://youtu.be/LMoqt7dj4Fw>

You Need To Be Familiar With At Least Three of these Historical Environmental Events In Detail. We will work on these in class

1854: Henry David Thoreau published 'Walden'

1892: John Muir co-founded the Sierra Club

1900: Lacey Act protects wildlife

1930s: Dust Bowl

1940s: Green Revolution

1949: Aldo Leopold – Sand County Almanac

1948: IUCN Founded

1952: Great Smog in London kills 4,000, caused by coal burning during cold winter

1956: Minamata deaths from mercury pollution in food chain

1958: Start of UN Law of the Sea

1961: WWF Founded

1962: Rachel Carson published Silent Spring

1973: CITES started

1970 James Lovelock's Gaia Hypothesis

1977: Greenpeace " Save the Whale" campaign

1978: Love Canal

1979: World Climate Conference raises awareness of climate change

1979: 3-mile Island

1980: World Conservation Strategy; Friends of the Earth begins confrontational protests

1983: UN Brundtland Report

1984: Bhopal Disaster 3,000-4,000 die due to explosion of pesticide factory in India

1986: Chernobyl disaster

1987: Montreal Protocol

1989: Exxon Valdez

1991: One million tonnes of crude oil dumped into Persian Gulf at end of Gulf War

1992 Rio Earth Summit – Agenda 21

1997: Kyoto Protocol

2005: Hurricane Katrina hits US Gulf Coast

2006: Al Gore's //An Inconvenient Truth//

2007: Great Pacific Ocean Garbage Patch discovered

2010: Deepwater Horizon Oil Spill

2011: Japan- Fukushima Daiichi nuclear disaster

2015 Paris Climate Change Conference

2018 Greta Thunberg

1. Match one event from the above list to each category
2. Literature
3. The media
4. Environmental disasters
5. International agreements
6. Technological developments
7. Research a current new event to identify where in the world some of these issues listed in the previous question are taking place due to the philosophy of leaders/policymakers/governments.

ESS can be like learning a new language. So many words are not commonly used in everyday English. This can be challenging. To help you keep up with ESS Terms, you will need to create your own ESS DICTIONARY. You should add to this over the year and keep it in your notebook or on a page file THAT YOU CAN UPDATE AND ADD TO EASILY. Most of the vocabulary words can be found either on your STUDY GUIDE or at mrgscience.com.

You will be responsible for learning the words and their meaning. Periodic quizzes will be given on the words. So, make your dictionary creative and you will remember the words more easily.

**KEY TERMS**

environmental values

technocentrism

deep ecologists

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LEDC

​

MEDC

paradigm

biorights

ecocentrism

capitalism

​

​environmentalism

greenhouse effect

global warming

socio-political

cornucopias

socialism

democracy

​

​ecology

stewardship

altruistic

communism

soft ecologists

​

environmental managers

totalitarianism

intrinsic value

​

​sustainability

​

biocentric

​

self-reliance

​

anthropocentrism

frontier economics

pastoralists

soft ecologists

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