

Learning Activity Template

Title: Human and Environmental Interaction

Curriculum: Geography and Earth and Environmental Science

Grade-Level Span: 7-9

PURPOSE:

To show the environmental impacts of human activity.

DESCRIPTION:

Students will consider the effects that their human actions have on our fundamental resources; basic needs of food, water, and air; and what happens when these resources are no longer available.

ACTIVITIES	CURRICULUM STANDARDS	NETS PERFORMANCE INDICATORS
Students will keep a journal to record facts he/she discovers about pollution- air, water and land by collecting information from newspapers, magazines, radio, TV, and personal observations for a period of three weeks. One entry per day minimum.	Life Science IV C Earth/Space III A,B Geography D	2,4,5
Students will prepare a map of the U.S. and Canada, locating natural resources: asbestos, bauxite, coal, copper, fish forests, iron ore, natural gas, zinc, oil, silver, lead, gold and nickel. Materials provided by classroom teacher.	Geography C Geography B Geography D Geography E	
Students will prepare a local map of natural resources. Materials provided by classroom teacher.	Minnesota History E1,G4 Geography A Geography B Geography D Geography E	# 5
Students will research, using the computer lab and library over a period of 2 days, an assigned natural resource to identify its uses, locations, extraction processes, and environmental concerns related to processing and extraction. A class presentation will be prepared by each group. (groups of 3 or 4) The assignment will be introduced with a power point presentation created by the teacher.	Life Science IV C Earth/Space III A,B Historical Skills C Geography D	1,2,3,5
Students will prepare a bulletin board, using the computer lab and library over a period of 2 days, that shows how humans affect the environment, both positively and negatively, in five different ways. Students will give a presentation to their class justifying the placement of these interactions as positive or negative.(groups of 3 or 4) The	Life Science IV C Earth/Space III A,B Historical Skills C	1,2,3,5

assignment will be introduced with a power point presentation created by the teacher.	Geography D	
Students will research, using the computer lab and library, an environmental “watchdog” and give an oral presentation describing its purpose, responsibilities and effectiveness.(groups of 3 or 4) The assignment will be introduced with a power point presentation created by the teacher.	Life Science IV C Historical Skills C Geography D Government & Citizenship A	1,2,3,5
Students will respond to an essay formatted questionnaire provided by the teacher on a number of environmental issues discussed during this unit.	Geography D	

TOOLS AND RESOURCES:

(List all Web sites, specific software and hardware, and other needs.)

Energy and the Environment: Resources for a Network World

<http://zebu.uorgeon.edu/energy.html>

U.S. Environmental Protection Agency

<http://yoesmite.epa.gov./oar/globalwarming.nsf/content/index.html>

Global Warming Kids Site

<http://www.epa.gov/globalwarming/kids/gw.html>

Holt World Geography Today

<http://go.hrw.com/hrw.nd/arbitr/pRedirect?project=hrwonline&siteld=409&pageld=2388>

Earth Foundation

<http://www.earthfound.com/resources/index.html>

Minnesota Department Natural Resources

http://images.dnr.state.mn.us/education_safety/education/geology/digging/minmap.gif

TOOLS:

Library, Computer Lab, Power Point Presentations and various Art Supplies

OTHER RESOURCES:

A variety of both U. S. and Minnesota maps that show where various natural resources are located and outline maps of the U. S. and Minnesota for the students to complete the map assignments on.

ASSESSMENT:

(How will you assess the students’ learning? If you have a rubric, record it here. Be as specific as possible.)

Students will respond to an essay formatted questionnaire provided by the teacher on a number of environmental issues discussed during this unit.

Scoring Rubric for Student Questionnaire:

To score a 5:

The student will show complete understanding of the effects peoples' actions have on the environment. The student will show on a map where natural resources are located. The student can identify causes of air, water, and land pollution. The student will show understanding of the role "watchdogs" play in protecting the environment.

To score a 3:

The student will show some understanding of the effects peoples' actions have on the environment. The student can identify several places on a map where natural resources are located. The student can identify some causes of pollution. The student will show some understanding about the role "watchdogs" play in protecting our environment.

To score a 1:

The student will show that they don't know the effect peoples' actions have on the environment. The student will show that they don't know where natural resources are located. The student will show that they cannot identify causes of air, water, or land pollution. The student will show that they don't know the role that environmental "watchdogs" play in protecting the environment.

CREDITS (INCLUDING CONTACT INFORMATION):

(Record the names and e-mail addresses, if possible, of those who contributed to the development of this learning activity.)

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COMMENTS:

(Have you taught this learning activity before? What are the great ah ha's/experiences you had?)

We developed this unit for the ATLAS III workshop with the intention of adding it to our curriculum when we returned home.