

Comparing the Use of Natural resources Across Three Cultures
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KEEP

Grade level: 3-5

Big Idea: People use the natural resources that are found in our environment.
Different societies consume different kinds of resources

Vocabulary:

natural resources

nonrenewable resources

renewable resources

society

transport

Objectives: Student will

1. brainstorm various types of natural resources
2. categorize natural resources as either renewable or non renewable
3. record the resources used to meet the needs of people in three different societies(early Native American, Modern America, and one “other”).
4. identify the resources as renewable or nonrenewable
5. identify which society consumes the most resources

Standards:

Environmental: A.4.2, A.4.3, A.4.8, A.5.8, B.4.2, B.4.3, B.4.8, B.4.9, B.4.10

Social Studies: A.4.4, B.4.1, B.4.4, B.4.8, C.4.1, D.4.7, E.4.7, E.4.13

Background:

People depend on natural resources. The natural resources may be present in the region or must be transported to the region from another area. People use natural resources for food, fuel, shelter, clothing, tools and recreation.

Natural resources are resources that are found in the natural environment from which we gather and use to sustain and improve our lives. Our earth’s resources are both renewable and nonrenewable. **Renewable resources** are materials or living organisms found in nature that can be replaced if they are used wisely. For example, trees can be replanted and waters can have fish populations replenished with young fish.

Nonrenewable resources are things found in nature that cannot be replaced after they are used. There is a limited supply of these resources and when they are gone, they cannot be replaced. Iron and copper are minerals that are nonrenewable. Many fuels fall in the same category. Once we use these nonrenewable resources, they are gone forever.

In some societies, such as the Early Native Americans, the people were able to primarily sustain on the natural resources that were readily available in their region (even though some trade did occur, it was on a limited basis). Local natural resources were used in a variety of ways. Wild game and plants were hunted and gathered for food, water was clean and could be drunk from springs, rivers and lakes, shelters were erected from trees, hides, or local dried mud. Basic wants and needs could mostly be satisfied within a region.

Today, meeting the needs of modern Americans are much more complex. No longer can we depend on just our local renewable resources to sustain our basic needs and wants. We depend upon both local and global resources to meet our wants and needs. Clothing is frequently manufactured and transported from Asia, food may be imported from other places such as South America or China, oil is shipped from the Middle East, and our shelter may have sections from multiple places around the world.

Procedures

Day 1

Read and discuss paragraph one and two. Brainstorm various natural resources and record on board or overhead. Clarify and correct misconceptions about natural resources.

Assignment: The students will categorize the natural resources as either renewable or nonrenewable. Complete NATURAL RESOURCES. Use five examples of natural resources for each category.

Adaptation: The students could draw symbols representing the resources, write a paragraph explaining the resources, or draw a picture and label the resources.

Materials

The following items are needed for day one:

- * background information from above
- * “Natural Resource” activity sheet
- * Paper and writing utensils

The following are needed for day two:

- * NORTHEAST INDIANS by Peter Spizzirri transparency page or similar drawing
- * MATERIAL WORLD by Peter Menzel
- * “Compare Three Societies” activity sheet
- * paper and writing utensils

Preparation time: teacher preparation: approximately twenty minutes

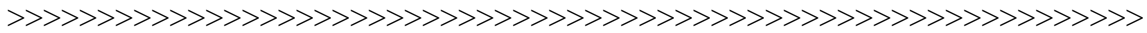
Activity: two forty minute periods

Name _____

Natural Resources

Directions: Brainstorm a list of natural resources. Discuss whether the resource is renewable or nonrenewable. Choose five natural resources and record whether the resource is renewable or nonrenewable.

Natural Resources



Renewable

Nonrenewable

Extension:

1. Write a poem describing our natural resources
2. Design a poster showing how we can protect our resources

Procedures

Day 2-3

Discuss background information from paragraphs three and four. Review vocabulary. Use transparency made from NORTHEAST INDIANS (pages 19,29,) by Peter Spizzirri or similar picture(this will arrive by mail as I could not attach). The picture is of a setting of an early Northeast Native American male bringing home a deer. A woman is standing in front of a wigwam by a fire. Imposed in the background are a group of Natives traveling down a river in a birch bark canoe. Use activity sheet “Compare Three Societies.” Identify the natural resources that met the Native Americans’ needs for food, shelter, clothing, transportation, and heat. Record the above finding on the activity sheet “Compare Three Societies”. Circle (N) for renewable or (R) for renewable.

Discuss how the students’ families meet their needs for each area. Record in appropriate boxes and identify (N) or (R).

Assign or have the students chose a country from the book, MATERIAL WORLD by Peter Menzel. Follow the same steps as above and complete “Compare Three Societies.”

Students analyze the types of resources used by different societies. Respond to questions on the activity sheet.

Conclusion:

The students will be able to provide the teacher with evidence that they understand the difference between renewable and nonrenewable resources. The students will also have examined three distinct cultures to determine the types of resources needed by different societies. The students will be asked to hypothesize why there is a difference between current societies demand on nonrenewables, and also hypothesize why there is a difference between our modern society and the early American Indian consumption. The students will also predict ways that we can conserve our nonrenewable resources by changing our behaviors and focusing on wise use of renewable energies. The process of examining these options will be the focus of future lessons.

Assessments:

- 1.) Completion of the “Natural Resources” activity sheet
 - S= 10 or 9 natural resources accurately categorized
 - P= 8 or 7 natural resources accurately categorized
 - E= 6 natural resources accurately categorized
 - N=5 natural resources
 - *4 or below will result in an incomplete or redo

2.) Completion of the “Compare Three Societies” activity sheet

S= 90-100% of the needs and resource types recorded correctly

P=80-90 % of the needs and resource types recorded correctly

E=68-70% of the needs and resource type recorded correctly

N= 67% of less of the needs and resource types recorded correctly

Resources:

Viola, Herman J.(Senior Author).

Social Studies: States and Regions.

Boston: Houghton Mifflin, 2005.

Menzel, Peter

Material World: A Global Family Portrait.

San Fransisco: Sierra Club Books, 1994

Spizzirri, Peter

Northeast Indians: An Educational Coloring Book

Rapid City: Spizzirri Publishing, 19882

www.spizzirri.com

References concerning background information:

Viola, Herman, Social Studies: States and Regions, pages 24-29