

RESPECT FOR THE ENVIRONMENT

Performance Standard (17B/17C).B

Create a two-frame collage showing how people use the environment to meet their needs and behaviors that show respect for the environment. Write an explanation of how the student shows respect for the environment accordingly:

- *Knowledge*: identify pictures showing how people use the environment to meet their needs and behaviors that show respect for the environment;
- *Reasoning*: write a sentence explaining how the student could show respect for the environment; and
- *Communication*: produce a two-frame collage and a sentence that is well-organized and well-detailed; express all ideas in a way that provides evidence of knowledge and reasoning processes.

Procedures

1. *In order to analyze and explain characteristics and interactions of the Earth's physical systems (17B) and understand the relationships between geographic factors and society (17C)*, students should experience sufficient learning opportunities to develop the following:
 - Identify behaviors that would show respect for the environment; and
 - Select pictures from a series that show people using the environment to meet their needs (e.g., people cutting trees in a forest, damming up rivers, mining operations).
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Discuss ways people use the environment to meet their needs (e.g. mining, farming, logging, etc.). Discuss ways the students can show respect for their environment (e.g. recycling, picking up litter).
4. Bring in newspaper articles, magazine articles, books and pictures that show people using the environment (people cutting trees, damming rivers, farming, mining operations, etc.) Students also bring in examples. Share and discuss the examples.
5. List examples of how we use the environment and ways we can protect/respect our environment on chart paper.
6. Have students cut out four to six pictures from newspapers and magazines showing people using the environment and people showing respect for the environment.
5. Have students create a two-frame collage of pictures showing how people use the environment to meet their needs and how people show respect for the environment.
6. Have students label the two frames USING THE ENVIRONMENT and RESPECTING THE ENVIRONMENT and paste their pictures into the corresponding frame (at least two in each frame).
7. Have students write at least one sentence stating how they can protect/respect their environment.
8. Evaluate each student's work using the Social Science Rubric as follows and add the scores to determine the performance level:
 - *Knowledge*: the identification of the pictures showing people using and respecting their environment was complete and accurate;
 - *Reasoning*: the explanation of how the student could protect/respect the environment was logical;
 - *Communication*: the collage and sentence were well-organized and well-detailed; the knowledge and reasoning were completely and effectively communicated.

Examples of Student Work not available

Resources

Time Requirements

- 15 minutes for five days for discussion
- One class period for evaluation

- Chart paper
- 11 x 17 drawing or construction paper
- Crayons or markers, scissors and glue
- Writing paper
- Magazines, newspapers, books
- Social Science Rubric