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## Headline: Resources and Us



### QUESTION(S)

- How do natural resources interact with, depend upon, and influence each other?
- How are we a part of these interactions?
- What issues are natural resources facing today?

### OVERVIEW

Often times, the health and availability of one natural resource relies on the health and availability of another. Natural

resources interact with, depend upon, and influence each other. Students will read articles featured in Maine’s local newspapers that highlight natural resources and their interactions with people, the environment, and the issues they face. Students will be given the opportunity to investigate these issues in [Natural Resources in Your Watershed](#).

### STANDARDS (MLR)

#### Science & Technology

#### C3. Science, Technology, and Society

- 3-5** Students identify and describe the influences of science and technology on people and the environment.
- 6-8** Students identify and describe the role of science and technology in addressing personal and societal challenges.

#### English Language Arts

#### A1. Interconnected Elements: Comprehension, Vocabulary, Alphabetics, Fluency

- 5** Students read and draw conclusion from texts, within a grade appropriate span of text complexity, by applying their knowledge and strategies of comprehension, vocabulary, alphabetics, and fluency. Students apply active listening skills.
  - f.** Demonstrate deep comprehension that goes beyond the text(s) by stating connections or inferences made and explaining relationships among prior knowledge and the conclusions and connections made.
- 6** Students read and make generalizations from texts, within a grade appropriate span of text complexity, by applying their knowledge and strategies of comprehension, vocabulary, alphabetics, and fluency.
  - f.** Demonstrate comprehension by summarizing and making generalizations of whole texts, parts of texts, and across texts.

#### Social Studies

#### D1. Geographic Knowledge, Concepts, Themes, and Patterns

- 3-5** Students understand the geography of the community, Maine, the United States, and various regions of the world.
  - a.** Explain that geography includes the study of Earth’s physical features including climate and the distribution of plant, animal, and human life.
- 6-8** Students understand the geography of the community, Maine, the United States, and various regions of the world

#### Author(s):

Katie Flavin, *Gulf of Maine Research Institute*  
 Gayle Bodge, *Gulf of Maine Research Institute*

**Grade Level:** ,

**Themes:** ,

**Activity Type:** ,

**Setting:** ,

Part of the [Natural Resources Watershed Experience](#)

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and the geographic influences on life in the past, present, and future.

- a. Explain that geography includes the study of physical, environmental, and cultural features of the State, nation, and various regions of the world to identify consequences of geographic influences and make predictions.

## LEARNING OBJECTIVES

- Students will be able to share examples of how natural resources affect each other.
- Students will be able to describe ways in which we affect natural resources.
- Students will be able to read an article, summarize it, and share it with others.
- Students will be able to locate relevant articles in current news sources.

## MATERIALS

- Internet access
- Printed articles (see resource list)
- Paper/Writing utensils
- Local newspapers

## TIME NEEDED

60 minutes

## ACTIVITY PROCEDURE

1. Divide the class into groups depending on the number of articles being used. Give each group one article to read. Use the articles listed below, or others you may find that relate to resources that are local to your area (see extension idea).

[Fish and Hydro Power](#)

[Bird Migration and Offshore Wind Power](#)

[Wetlands Key to Lake Health](#)

[Campfire wood and Invasive Beetles](#)

[Climate Impacts on Seasonal Changes](#)

[Healthy Woods and Waters vs. Legislative Bills](#)

2. Ask students to read the article and summarize it. As a group, discuss these questions:

- What resource(s) are featured in the article?
- Did you find any evidence of natural resources interacting with each other?
- How did the resources interact? Positively? Negatively? Neither?
- Do people play a part interacting with the resource(s)? How? What role?
- What issue(s) are these natural resources facing?
- Whose point of view is expressed?

3. Students share with the class what they learned from their article. This can be a class discussion or student produced news reports.

## REFLECTION/FORMATIVE ASSESSMENT IDEAS

Using the list of natural resources created by the class in [Maine: A Natural Resource Rich State](#), ask students to think about each resource and how it may rely on another resource to grow, survive, or stay healthy. Students can draw lines between resources they think are linked.

## EXTENSION IDEAS

Over the next few days, weeks, or months, encourage students to clip news or magazine articles, print web pages, or share video links that they may find in local or national news and bring them in to share with the class. Over time you may be able to track trends and find out which resources are in the spotlight most often.

## RESOURCES

Fish and Hydro Power <http://new.bangordailynews.com/2011/01/02/opinion/fish-and-hydro-power/>

Bird Migration and Offshore Wind Power <http://www.mpbnet.net/Home/tabid/36/ctl/ViewItem/mid/3478/ItemId/14597/Default.aspx>

Wetlands Key to Lake Health [http://www.kjonline.com/news/wetlands-key-to-great-ponds-health-say-colby-stends\\_2010-12-09.html](http://www.kjonline.com/news/wetlands-key-to-great-ponds-health-say-colby-stends_2010-12-09.html)

Campfire wood and Invasive Beetles <http://new.bangordailynews.com/2010/09/01/news/nonmaine-firewood-banned-to-stop-pests/>

Climate Impacts on Seasonal Changes [http://www.pressherald.com/news/nature-watchers-sought-to-track-climate-change\\_2011-03-28.html](http://www.pressherald.com/news/nature-watchers-sought-to-track-climate-change_2011-03-28.html)

Healthy Woods and Waters vs. Legislative Bills <http://new.bangordailynews.com/2011/03/25/outdoors/woods-and-water-should-be-priority-for-lepage-lawmakers/>

## REFERENCES

<http://www.nrcm.org>

<http://new.bangordailynews.com/>

<http://www.pressherald.com/>

<http://www.kjonline.com/>

<http://www.mpbnet.net/>

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