

**Submitted by. Don Gates.**

**Topic:** Identifying Environmental News

NIE Lesson

Social Studies / Environment

**Lesson - Finding the Environmental Impact in News Stories.**

**Standards:** NYS Standards: ELA , Std. 1; MST Std. 2 and 6; Soc. Studies Std. 3

**Objective:**

- 1) identify and use as a resource the different sections of the newspaper. Students learn to scan the newspaper for environmental stories
- 2 ) Locate information on relevant environmental topics under study. Students will learn to identify Human- Environment Interaction in photographs and news stories
- 3) Students will ask questions about the story, pictures - does the subject, (main idea) impact water, air, the land, or the food supply; are the impacts positive, negative or neutral to the well being of the ecosystem.
- 4) Draw conclusions about the relevance and importance of the newspaper information being examined for their study purposes.
- 5)Connect information across content areas and common themes

**Vocabulary:** Pollution, Environment, Nature, Urban, Rural, Natural Environment, Human-Environment Interaction, Adaptation, Food Web, Ecosystem, local, national, and international.

**Materials:**

1) Newspapers

2) Scavenger Hunt worksheet.

**Activities:** Students scan the newspaper for headlines and other important information. As they identify headlines, they read the story and evaluate if the story is an environmental story. They then briefly support their reasoning.

**Anticipatory Set**

1) Ask students how often people need, food, water, and air.

2) Inform students that they can think about in terms of "3" Which one of the three items do they need every 3 weeks, 3 days, 3 minutes. (answer: People can't live with out air for 3 min. (unless trained), 3 days with out water, 3 weeks with out food. (of course there are variables i.e. (hot environment) etc. The "3s" is just a method to get students to think about basic needs.

3) Ask students how long people could live with dirty water, dirty air, no place to grow food, etc.

### **Direct Instruction**

4) Teacher passes out Newspaper Scavenger hunt worksheet. Students and teachers review the instructions.

5) Teacher discusses and shows the different sections of the newspaper.

### **Modeling and Guided Practice**

6) Teacher models one newspaper headline. Showing how to record the information and support the reasoning

7) Students then work on their own or in groups collecting the data and writing their answers.

### **Assessment**

8) Teacher reviews information going around and checking for understanding

9) Students report out their results to classmates. Worksheets are turned in to the teacher.

### **Enrichment**

- Have students review other sections of the newspapers - such as the business, international, opinion page, real estate, "living" sections for same ideas.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Newspaper Scavenger Hunt:** Students scan the newspaper for headlines and other important information. As they identify headlines, they read the story and evaluate if the story is an environmental story. Use the checklist to review for water, air, land, food supply impacts. Place a +, - or “N” for impact. Then briefly support your reasoning.

**Part I. Front Page Headlines: What are the headlines of the front page - list at least 3.**

**1) Headline 1.** \_\_\_\_\_

Identify if this a a.) local \_\_\_ b. national \_\_\_ c.) world / international \_\_\_

Support your answer:

**Do you think this is an environmental story - why or why not?**

Potential impacts: Air \_\_\_\_\_ Water \_\_\_\_\_ Land \_\_\_\_\_ Food Supply \_\_\_\_\_

**2) Headline 2.** \_\_\_\_\_

Identify if this a a.) local \_\_\_ b. national \_\_\_ c.) world / international \_\_\_

Support your answer:

**Do you think this is an environmental story - why or why not?**

Potential impacts: Air \_\_\_\_\_ Water \_\_\_\_\_ Land \_\_\_\_\_ Food Supply \_\_\_\_\_

**3) Headline 3.** \_\_\_\_\_

Identify if this a a.) local \_\_\_ b. national \_\_\_ c.) world / international \_\_\_

Support your answer:

**Do you think this is an environmental story - why or why not?**

Potential impacts: Air \_\_\_\_\_ Water \_\_\_\_\_ Land \_\_\_\_\_ Food Supply \_\_\_\_\_

**4) Review the photographs on Page 1 - choose one**

**Photograph Headline:** \_\_\_\_\_

Identify if this a a.) local \_\_\_ b. national \_\_\_ c.) world / international \_\_\_

Support your answer:

**Do you think this is an environmental story - why or why not?**

Potential impacts: Air \_\_\_\_\_ Water \_\_\_\_\_ Land \_\_\_\_\_ Food Supply \_\_\_\_\_

**Part II. Local Pages- Headlines: What are the headlines of the local pages - list at least 3.**

**Headline 1.** \_\_\_\_\_

**Do you think this is an environmental story - why or why not?**

Potential impacts: Air \_\_\_\_\_ Water \_\_\_\_\_ Land \_\_\_\_\_ Food Supply \_\_\_\_\_

Support your answer:

**Headline 2.** \_\_\_\_\_

**Do you think this is an environmental story - why or why not?**

Potential impacts: Air \_\_\_\_\_ Water \_\_\_\_\_ Land \_\_\_\_\_ Food Supply \_\_\_\_\_

Support your answer:

**Headline 3.** \_\_\_\_\_

**Do you think this is an environmental story - why or why not?**

Potential impacts: Air \_\_\_\_\_ Water \_\_\_\_\_ Land \_\_\_\_\_ Food Supply \_\_\_\_\_

Support your answer:

**4) Review the photographs on the local pages and - choose one**

**Photograph Headline:** \_\_\_\_\_

Identify if this a a.) local \_\_\_ b. national \_\_\_ c.) world / international \_\_\_

Support your answer:

**Part III.** - In this section - review the weather page for information. Is your community area receiving your average rainfall or snowfall. Is the weather that impacting food supply? For example is it too dry for farmers?

**Part III. Weather - find the weather page then :**

1. What is the weather forecast for your community ?

\_\_\_\_\_

2. What was the Record High Temp for this day? \_\_\_\_\_ Record Low? \_\_\_\_\_

3. How much rain have we gotten so far? \_\_\_\_\_ Are we above or below the average? \_\_\_\_\_

3. How much snow have we gotten so far? \_\_\_\_\_ Are we above or below the average? \_\_\_\_\_

**4 . Temperature - U.S. Cities**

a. Which city is forecasted to have the Highest Temperature today?

City \_\_\_\_\_ Temperature \_\_\_\_\_

b. Which city is forecasted to have the Lowest Temperature today?

City \_\_\_\_\_ Temperature \_\_\_\_\_

**5. Temperature - International Cities**

a. Which city is forecasted to have the Highest Temperature today?

City \_\_\_\_\_ Temperature \_\_\_\_\_

b. Which city is forecasted to have the Lowest Temperature today?

City \_\_\_\_\_ Temperature \_\_\_\_\_

**6. Which place has the world's worst weather today?**

**7. Which place looks like its going to have the best weather? Why did you choose this place?**