

Submitted by. Don Gates.

Topic: Finding Human- Environment Interaction

NIE Lesson

Social Studies / Environment

Lesson - Identifying Human- Environment Interactions.

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

Objective:

- 1) Review the concepts of the 5 themes of geography.
- 2) Explore in depth the theme of - Human Environment Interactions
- 3) Students will collect pictures, ads, and news articles the show examples of Human-Environment Interactions.
- 4)Connect information across content areas and common themes

Vocabulary: **Movement, Human-Environment Interaction, Location, Place, Region.**

Materials:

1) Newspapers

2) Construction paper, glue, scissors.

3) Teacher Reference on 5 themes of geography

<http://www.nationalgeographic.com/resources/ngo/education/themes.html>

Activities: Students scan the newspaper for examples of human-environment interaction. In studying human/environment interaction, geographers look at all the effects—positive and negative—that occur when people interact with their surroundings. Sometimes a human act, such as damming a river to prevent flooding or to provide irrigation, requires consideration of the potential consequences. The construction of Hoover Dam on the Colorado River, for example, changed the natural landscape, but it also created a reservoir that helps provide water and electric power for the arid Southwest. Studying the consequences of human/environment interaction helps people plan and manage the environment responsibly. (source: <http://www.nationalgeographic.com/resources/ngo/education/themes.html>)

Anticipatory Set

1) Have students list ways that people affect their environment every day (for example, driving cars, using water, disposing of garbage, smoking cigarettes). Make a second list of ways that people affect their environment through seasonal activities (for example, watering lawns, burning leaves, fishing and hunting). Make a comparison chart of the two lists and have students discuss which

activities are more harmful or more helpful to their environment. Discuss the findings and have students suggest ways that people can change their behavior and improve their environment.

Direct Instruction

4) Teacher reviews the 5 themes of geography with the students. Then explains they will explore in depth the theme - Human-Environment Interaction.

5) Teacher then directs students to review the front page of the paper and other pages, and then the teacher finds an example of human-environment interaction.- The teacher reviews the criteria below with the students to insure that the example fits human-environment interaction. This list could be posted on a blackboard, over head, or handout.

Examples of humans and the environment affect each other.

- We depend on it.
 - People depend on the Mississippi River for water and transportation.
- We modify it.
 - People modify our environment by heating and cooling buildings for comfort.
- We adapt to it.
 - We adapt to the environment by wearing clothing suitable for summer (shorts) and winter (coats), rain and shine.

Modeling and Guided Practice

6) Teacher and students then review the newspaper to find another example, with this time students suggesting a possibility. The class reviews the criteria for acceptance as an example of human-environment interactions - and which category does it fit in.

7) Students now label three construction papers - with one labeled "We depend on it" , "We Modify it", "We adapt to it." Students then start collecting and glueing examples from the Newspapers to each of the categories. News Headlines, Pictures, Advertisements, etc can all be used, anything that illustrates one of the three concepts of Human-Environment Interactions.

Assessment

8) Teacher reviews information going around and checking for understanding

9) Students report out their results to classmates. Examples of student work are posted in the classroom.

Enrichment

- Have the students find examples of the other themes of geography from the newspaper.
- Students go to their neighborhood and draw examples they find in their local areas.