

Earth Day

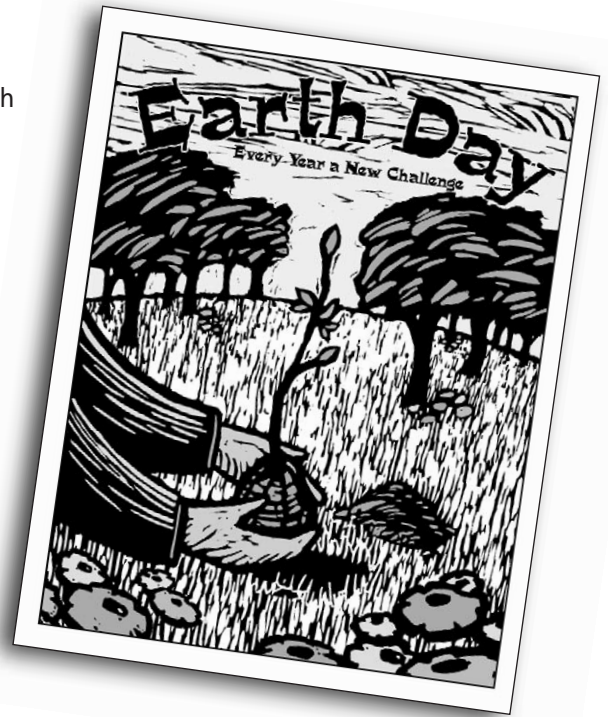
In the nearly 40 years since the first Earth Day, enormous strides have been made to improve the environment, protect wildlife and raise consciousness of people about the importance of ecology.

Millions of people in schools and the community now take the time to celebrate Earth Day by debating, discussing and exploring issues involving nature.

Best of all, millions now roll up their sleeves each Earth Day, get out and DO SOMETHING for the environment.

The student supplement "Earth Day" is designed to engage students in the ecological issues that are most important to the Earth. And it shows how every person, young or old, can take steps to make a difference. This Teacher Guide is designed to extend the lessons of that supplement, and to help you introduce the newspaper to students with additional deliveries of papers. It contains suggested activities, as well as several 8 1/2 x 11-inch activity sheets that you may photocopy for students to complete.

Newspapers in Education would like to hear your comments about this program, as well as any of the other programs we offer throughout the year. Please return the enclosed evaluation sheet to our Newspapers in Education Department to help us plan other programs and materials to meet your classroom needs.



WEEK 1

- Animal Power
- Nature On TV
- Wildlife Management
- Animals & Humans
- Animal Mascots

WEEK 2

- Animal Habitats
- Take A Poll
- Product Watch
- Land Use
- Fox Run Fields

WEEK 3

- Plant Life
- Plant Food
- Soil Conservation
- Plant Poem
- Time To Plant

WEEK 4

- Volunteer!
- Endangered Animals
- Nature Politics
- Spokespeople
- Global Warming

ANIMALS

The wild animals of the world may be the most effective way to begin discussing the goals of Earth Day with students. Animals hold endless fascination for most young people, and they are affected by all the environmental issues facing us today. The activities on this page are designed to introduce Earth Day and the newspaper through the animals of the Earth.

1. Animal Power

Animal news is important to newspapers because many people are fascinated by animals' power, beauty and independence. Ask students to find a photo, story or ad in the paper that involves an animal. Have them write a paragraph describing why the animal is in the paper, and what makes it interesting to people. Finish by having them design a poster featuring this animal. Encourage them to add their own art, if they like.

STANDARDS/SKILLS: Generating questions about issues that affect students or topics about which they are curious; using the craft of the writer and illustrator to formulate and express ideas artistically.

2. Nature On TV

Television reflects our interest in nature, wildlife and habitats. Challenge students to go through the TV listings in today's newspaper and count how many shows are about nature. Have them summarize which topics seem to be the most common. Then have them show the number of nature programs as a pie or bar graph.

STANDARDS/SKILLS: Using written and visual texts to identify and research issues of importance or interest; organizing data using tables, charts and graphs.

3. Wildlife Management

Managing the number of wildlife in parks is often a controversial issue. If animal herds get too large, they require more food than a park can supply. But reducing

the numbers by hunting or killing is considered cruel by many people. Challenge students to think of themselves as a park manager and try to come up with a wildlife management plan for a park. Ask them to make an outline for an editorial describing their recommendations.

STANDARDS/SKILLS: Explaining how a public issue became a problem and why people disagree about it; evaluating possible resolutions of a public issue.

4. Animals & Humans*

Wild animals or animal habitats often make news. Have students find a story or picture of an animal or habitat in today's newspaper. On the "Animals and Humans" activity sheet, ask them to make a list of dangers that human activity presents the animal or habitat. Next to each danger, have them list a possible solution or protection.

STANDARDS/SKILLS: Describing ways in which humans alter the environment; describing the basic requirements for all living things to maintain their existence; evaluating possible resolutions to a public issue.

5. Animal Mascots

Animals are often used as the mascots or names for pro teams. Look through the sports section and list the teams named for animals. How many are endangered species? Does it help or hurt an animal to be used as a team name or mascot?

STANDARDS/SKILLS: Demonstrating awareness of visual communication; acquiring information from multiple sources and then evaluating it; posing questions about matters of public concern.

ANIMALS & HUMANS

Wild animals or animal habitats often make news. Find a story or picture of an animal or habitat in today's newspaper. In the space below make a list of dangers that human activity presents the animal or habitat. For each danger, list a possible solution or protection.

Danger #1 _____

Possible Solution: _____

Danger #2 _____

Possible Solution: _____

Danger #3 _____

Possible Solution: _____

Danger #4 _____

Possible Solution: _____

HABITATS

Changes in habitat are among the most dramatic and important in the field of ecology. Development and climate changes are transforming natural areas, and the impact is felt by both plants and animals. How humans treat natural habitats will determine the health and stability of the environment in the future. The activities on this page use the newspaper to examine the nature of habitats.

1. Animal Habitats*

Where wild animals live is their habitat. Some habitats are forests, some are fields, some are swamps. Some even are city parks. As a class, discuss different habitats for wild animals that can be found locally. Then ask students to find a photo of a natural habitat in the paper. Using the "Animal Habitats" activity sheet, challenge them to make a list of every animal that could live in the habitat. Then have them make a list of possible threats to the habitat.

STANDARDS/SKILLS: Describing the basic requirements of all living things to maintain their existence; describing ways in which humans alter the environment; acquiring information from multiple sources.

2. Take A Poll

Protecting the environment is an area that spotlights the debate over how much government control is necessary—and how much is too much. Stage a class debate on tougher clean air rules, with one side for and one against. At the end of the debate take a vote. Then poll another class that did not see the debate and compare results. Have students write the lead paragraphs and a headline for a news story summarizing the findings of your poll.

STANDARDS/SKILLS: Explaining how a public issue became a problem and why people disagree about it; engaging each other in conversations which attempt to clarify policy issues; acquiring information from multiple sources and then evaluating it.

3. Product Watch

Products we buy and use can have serious impact on the environment. Paints and oils, for example, can harm ecosystems if not disposed of properly. Have students select pictures or names of products from newspaper ads and stories that may be harmful

to the environment. Ask them to write out the names of the items, listing them under the following categories: lawn care products, home improvement items, food products, household products and car care items. Have them be on the alert also for items that are advertised as being safer for the environment.

STANDARDS/SKILLS: Obtaining information about goods and services from advertising and other sources; describing ways in which humans alter the environment; organizing social science information to make tables, charts and graphs.

4. Land Use

How humans use the land has a great effect on how healthy the environment is as a whole. Have students look through the newspaper and identify at least 10 uses of land. Ask them to write out how each situation affects the environment or ecosystem it is part of.

STANDARDS/SKILLS: Explaining the effect of human activities on selected ecosystems; interpreting social science information about the natural environment from primary and secondary sources.

5. Fox Run Fields*

Real estate developers often choose names from nature for housing developments. Fox Run Fields, Estates at Rocky Knoll, Meadow Glen Ford are some examples. Have students search the real estate ads for five names from nature. Ask them to pick one and write a paragraph stating what the builder hopes the name will say about the development. Finish by using one of the names as a starter for a poem, limerick or haiku about nature.

STANDARDS/SKILLS: Describing how people use the environment to meet human needs and wants; developing critical standards based on aesthetic qualities; writing fluently for multiple purposes, including poetry.

ANIMAL HABITATS

Where wild animals live is their habitat. Some habitats are forests, some are fields, some are swamps. Some even are city parks. As a class, discuss different habitats for wild animals that can be found locally. Then find a photo of a possible habitat in the paper. Make a list of every animal that could live in the habitat. Then make a list of possible threats to the habitat. On the back of this sheet draw a cartoon showing how animals might adapt to the threat.

Animals That Could Live In The Habitat

- | | |
|----------|-----------|
| 1. _____ | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

Possible Threats To The Habitat

- _____

- _____

- _____

FOX RUN FIELDS

Real estate developers often choose names from nature for housing developments. Fox Run Fields, Estates at Rocky Knoll, Meadow Glen Ford are some examples. Search the real estate ads for five names from nature. Pick one and write a paragraph stating what the builder hopes the name will say about the development. Finish by using one of the names as a starter for a poem, limerick or haiku about nature.

Real Estate Names From Nature

1. _____
2. _____
3. _____
4. _____
5. _____

What The Builder Hopes The Name Will Say About The Development...

PLANTS

Animals may get most of the attention, but plants are the key to health of natural habitats. Plants affect and support animal and human life in varied and far-reaching ways. The activities on this page take a closer look at plants and ecology through the newspaper.

1. Plant Life*

Plants play an important role in human and animal lives. Plants provide food, plants provide medicines, plants like trees provide materials for building or shelter. Have students look through the ads and photos of the newspaper and list as many products and materials as they can that come from plants. Encourage them to stretch their thinking. Finish by having them rate the products or materials in order of importance to them and their families.

STANDARDS/SKILLS: Explaining how humans use and benefit from plant and animal materials; responding to visual and written texts by making connections to students' personal lives and the lives of others.

2. Plant Food

Plants grown as food are important to good diet. Ask students to scan the newspaper for food ads. Have them clip out pictures of foods that come from plants and assemble them into an art collage. On a sheet of paper ask them to list the plant foods by groups in the food pyramid. Finish by challenging them to come up with a title for their Plant Collage.

STANDARDS/SKILLS: Explaining how humans use and benefit from plant and animal materials; acquiring information from multiple sources and then organizing and communicating it in various contexts.

3. Soil Conservation

Plants play another role in nature besides food and shelter. They also are significant in soil conservation. Plants prevent soil from washing away on slopes or hills and from drying out and blowing away as dust. Have

students find a photo of an outdoor scene in the newspaper. Ask them to list all the ways plants preserve the environment in the photo. Have them write a sentence explaining the most important way plants help the environment in the photo.

STANDARDS/SKILLS: Generating scientific questions about the world based on observation; describing responses of an ecosystem to events that cause it to change.

4. Plant Poem*

Ask students to write a diamond-shaped "diamante" poem about the roles plants play in preserving the environment in Question 3. A diamante has one word on the first line, two on the second in a 1,2,3,4,5,6,5,4,3,2,1 pattern. The first and last lines should be the word Plants. Have students illustrate their diamantes and display on a bulletin board.

STANDARDS/SKILLS: Describing common ecological relationships; writing fluently for multiple purposes, including poetry; using the craft of the illustrator to express ideas artistically.

5. Time To Plant

Spring is the time when many people start planting their yards and gardens with beautiful plants, flowers and vegetables. Using the newspaper's advertising and fliers, have students plan a garden. Ask them to figure out how much it will cost to buy enough flowers or plants to fill the space they want to plant. Make sure they don't forget such items as mulch, fertilizer, tools they might need, etc.

STANDARDS/SKILLS: Obtaining information about goods and services from advertising and other sources; designing a strategy for spending and investing their resources.

PLANT LIFE

Plants play an important role in human and animal lives. Plants provide food, plants provide medicines, plants like trees provide materials for building or shelter. Look through the ads and photos of the newspaper and list as many products and materials as you can that come from plants. Stretch their thinking as you do this. Some things are not obvious. Finish by rating the products or materials in order of importance to you and your family.

Rating Products & Materials

-----	A.	_____
-----	B.	_____
-----	C.	_____
-----	D.	_____
-----	E.	_____
-----	F.	_____
-----	G.	_____
-----	H.	_____
-----	I.	_____
-----	J.	_____
-----	K.	_____
-----	L.	_____
-----	M.	_____
-----	N.	_____
-----	O.	_____

WEEK 4

GETTING INVOLVED

Learning about the environment on Earth Day is a positive thing for students. But learning they can DO THINGS to help the environment is even better. Getting involved can make a difference in both small and large ways. The activities on this page use the newspaper to explore ways people can get involved in improving the environment.

1. Volunteer!*

Ask students to scan the paper today or for several days for an outdoor photo of a place in the city or region that would benefit from volunteers helping clean or maintain it. Have them write why the place needs help, who might help, what skills they would need, and who would benefit from the help.

STANDARDS/SKILLS: Suggesting ways people can help improve their environment; describing the consequences of positive and negative human/environment interactions.

2. Endangered Animals

Ask students to find the name of an endangered animal in the news, sports or ads in the newspaper. Then have them turn to the letters to the editor page to see how they are written. Challenge them to write a letter to the editor about the endangered animal they have chosen. Have them write why the animal is endangered and how people could help the animal survive in the future.

STANDARDS/SKILLS: Describing the basic requirements for all living things to maintain their existence; evaluating possible resolutions to a public issue; utilizing the persuasive power of text as an instrument of change.

3. Spokespeople

When working to improve the environment, it often helps to have celebrities to call attention to a problem. Groups often have celebrity spokespeople to speak out and appear in ads. Have students search today's newspaper for a celebrity or leader to appear as a spokesperson for an environmental cause. Ask them to write a sentence stating why they chose this person, and

what his/her celebrity could bring to the cause. Finish by having them design a newspaper ad using this celebrity to call attention to their cause.

STANDARDS/SKILLS: Generating questions about issues that affect them or topics about which they are curious; using the craft of the writer and illustrator to formulate and express ideas artistically.

4. Nature Politics

Preserving or cleaning the environment is often a political issue. Ask students to search the paper for a political leader or group in the news that they could call to help with an environmental problem. Ask them to write a paragraph explaining why they chose this politician or group to ask for help. Have them write a second paragraph stating what they hope the person or group will do.

STANDARDS/SKILLS: Evaluating possible resolutions of public issues; engaging in activities intended to solve a problem.

5. Global Warming

The heat-trapping gases that increase global warming are produced by such human activities as driving cars, running power plants, using air conditioning. Discuss the problem of global warming as a class. Then ask students what steps they would recommend people and nations take to reduce these gases. Have students go through the ads in the paper for products that use oil, gasoline or electricity or are made of plastics. Challenge them to choose which they would use less of if it would reduce global warming.

STANDARDS/SKILLS: Describing ways in which humans alter the environment; evaluating possible resolutions to a public issue; responding to written, visual and electronic texts by making connections to students' personal lives.

VOLUNTEER!

Volunteers can make a big difference in improving the environment. Scan the paper today or for several days for an outdoor photo of a place in the city or region that would benefit from volunteers helping clean or maintain it. In the space below, write the name of the place, why the place needs help, who might help, what skills they would need, and who would benefit from the help.

Place

Why It Needs Help

Who Might Help

Skills Needed

Who Benefits

SURVEY

RATE THE PROGRAM

The "Earth Day" supplement and its Teacher Guide are designed to assist teachers in the classroom. To enable us to serve you as effectively as possible, we would like to hear your comments. Please complete the following questionnaire and return to the Newspapers in Education department of this newspaper.

1. Please grade the overall quality of the "Earth Day" program.

+ A - + B - + C - + D - F

EXAMPLE: (B+ evaluation)

+ A - (+ B) - + C - + D - F

2. Do you feel that your students are more knowledgeable regarding environmental issues as a result of "Earth Day"?

() yes () no

3. Did "Earth Day" meet your overall expectations?

() yes () no

If no, were expectations not met due to any of the following reasons:

- () content of program materials
() delayed receipt of this guide
() missed/late delivery of student sections
() missed/late newspaper delivery
() difficulty incorporating materials into the curriculum

() other _____

4. What changes would improve this program?

5. What new program(s) would be most useful for you?

6. Circle the grade(s) you teach:

K 1 2 3 4 5 6 7 8 9 10 11 12

7. The subject(s) you teach:

8. Your School District:

9. Optional information:

Your Name:

School:

Phone:

Email:

Thank you for helping us improve our educational services.