

Celebrating the Millennium—Past, Present and Future

Activity Information

Grade appropriate level: 4 - 7 or gifted classroom.
Duration: Three - 40 minute classes
Materials: Information can be found by contacting local environmental agencies, research books, Internet research, Provincial and Federal government agencies, newspapers, etc.



Objectives

- Students will produce an assignment that addresses environmental concerns in the past, present and future in a medium of their choice.
- Awareness of environmental issues
- Problem solving
- Understanding relationship of 'past', 'present,' and 'future.' How the past can affect the future.

Prescribed Learning Outcomes

Life Science (Adaptations of Organisms)

It is expected that students will:

- Relate the structure and behavior of local organisms to their survival in local environments
- Discuss how changes in an organism's habitat can affect the survival of individual organisms and entire species
- Relate the growth and survival of organisms to a variety of conditions
- Describe the known and potential environmental impacts of using B.C.'s living resources.
- Devise a strategy for sustaining a living resource
- Determine the limiting factors for local ecosystems
- Outline the stages of recovery of a damaged local ecosystem



Skills

Research, interpreting, recording, problem solving

Suggested Instructional Strategies

- The success of the student's project depends on how well the "message" is conveyed to the audience. The topic for this project can be global in nature or about their local environment.
- There should be three parts or divisions in the completed project to show past, present and future. The final segment, the future, should project a positive note about humanity.
- Students will decide on the medium for this project. This can take the form of a pictograph,

diorama, video, trilogy (three poems or three short stories), a slide presentation on Kid Pix Studio, triptych, newspaper, radio show, claymation, animation, puppet show, etc.

- The completed work is to be displayed or shared with others.

Activity

Explore the past:

On a number line dating from this past century, research dates of animal extinction, (dinosaurs are always popular but encourage students to come up with others, i.e. Passenger pigeon. Also consider discovery of new animal species, and while other environmental ideas and information can be found by contacting local environmental agencies, research books, Internet research, Provincial and Federal government agencies, newspapers, etc. FORED offers an endangered species kit available from the BCTF lesson aids for a small processing fee. Go to www.bctf.ca and click on lesson aids, then search by author FORED BC for details.

Present day:

Research current environmental problems, using the suggested websites below or have students research others. Make a list of topic headings such as:

Local environment concerns:

<http://www.djc.com/news/business/10056612?section=enviro.html>

Provincial environmental concerns:

<http://www.rafeonline.com/archive/province/20000310.shtml>

National environmental concerns:

<http://www.spacesfornature.org/greatspaces/poll.html>

Worldwide environmental concerns: <http://www-eosdis.ornl.gov/educator/environmental.htm>

List agencies who deal with these problems Information from local government agencies, Internet research, newspapers, television. Local environmentalists and environmental scientists (Scientists in the School program) would be good resources.

http://www.scienceworld.bc.ca/teachers_outreach/in_your_community/scientistsandinnovators.htm

Or, <http://www.harbour.sfu.ca/scwist/timeline.html>



Future:

Keeping an optimistic view of human nature, the students are asked to project themselves into the future. This portion of the assignment should show how our society can overcome problems of the past to create a better society for all.

- Read literature about the future
- Discuss television and movies about the future.

Suggested Assessment Strategies

The evaluation for this project can take two parts:

- How successful is the message? Have students taken an in-depth look at their topic of choice? Have they convinced their classmates to learn more or “get involved” in preserving a particular species?
- What quality is the final presentation? (Can you determine which part of the project is past, present and future?)

Cross-Curricular Interests

Language Arts, Fine Arts, Science – Technology- Society, Environment and Sustainability

Suggested Links

http://www.directory.google.com/Top/Kids_and_Teens/People_and_Society/Organizations/Student/Environmental/

<http://www.rmi.org/sitepages/pid482.php>

http://www.suthlib.nsw.gov.au/kids/school_projects.htm

<http://freechild.org/enviro.htm>

<http://www.spiritbearyouth.org>

<http://www.dreamnow.ca>

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