



#3594

CONSERVATION

Grade Levels: 4-8

24 minutes

OAKLEAF PRODUCTIONS 1998

DESCRIPTION

Using Missouri's Department of Conservation as an example, Ms. Jennings and her students learn about different aspects of conservation. Briefly reviews its history before exploring its importance in saving forests, wildlife, rivers, and soil. Emphasizes the interdependence of all life forms and what people can do to conserve natural resources. Focuses on Missouri's endangered species.

ACADEMIC STANDARDS

Subject Area: Science

- ◆ Standard: Knows about the diversity and unity that characterize life
 - Benchmark: Knows different ways in which living things can be grouped (e.g., plants/animals; pets/nonpets; edible plants/nonedible plants) and purposes of different groupings
 - Benchmark: Knows that plants and animals progress through life cycles of birth, growth and development, reproduction, and death; the details of these life cycles are different for different organisms

Subject Area: Geography of Places and Regions

- ◆ Standard: Understands the concept of regions
 - Benchmark: Knows areas that can be classified as regions according to physical criteria (e.g., landform regions, soil regions, vegetation regions, climate regions, water basins) and human criteria (e.g., political regions, population regions, economic regions, language regions)
 - Benchmark: Understands how regions change over time and the consequences of these changes (e.g., changes in population size or ethnic composition; construction of a new shopping center, a regional hospital, or a new manufacturing plant; changes in transportation; changes in environmental conditions)



Subject Area: History

- ◆ Standard: Understands and knows how to analyze chronological relationships and patterns

- Benchmark: Knows how to impose temporal structure on their historical narratives (e.g., working backward from some issue, problem, or event to explain its causes that arose from some beginning and developed through subsequent transformations over time)

BACKGROUND INFORMATION

Many years ago, as the first settlers arrived on our continent, they found a country rich in natural resources. As they moved westward they plowed up the land, and cut down the forests. Their growing cities dumped sewage from the factories into the lakes and streams, causing pollution. They soon learned that as they chopped the forests down without making provisions for replanting, they were destroying their source of food, clothing and shelter. With this information, conservation in the United States began as a movement to save our forests! The movement caught on and it was broadened to include our other natural resources. Today, we have laws to conserve our natural resources and protect the environment.

DISCUSSION QUESTIONS

1. What is conservation? Conservation is defined as the reasonable use of our earth's natural resources. Our natural resources are our water, soil, forest, air and wildlife.
2. Why do we need conservation? Conservation is needed to save and maintain our environment. If we don't practice conservation, we will use up the earth's resources. For example:
 - a. If we don't manage our forests, our wildlife will lose their homes. Soil erosion and flooding will occur.
 - b. Water must be kept clean for drinking, for recreation and for our fish.
 - c. Our air must be kept clean and free of toxic chemicals. Polluted air can damage our soil, and the health of humans and animals.
3. What part can you play in conservation?
 - a. We can insulate our homes.
 - b. Set the thermostat to use less fuel.
 - c. Ride our bike rather than ride in a car.
 - d. Carpool.
 - e. Use less electricity.
 - f. Turn off the faucet while brushing your teeth.
 - g. Water the lawn at night, when less moisture will evaporate.
 - h. Don't litter.
 - i. Enjoy the wildflowers, don't pick them.
 - j. Save aluminum cans, bottles and newspapers and take them to a collection point.
4. How many natural resources can you name?
5. What is an endangered species?



RELATED RESOURCES



Captioned Media Program

- Earth Ltd. #2604
- Everglades: Conserving a Balanced Community (Second Edition) #2379
- Making a Difference: Restoring the Earth Around Us #3054

World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid-safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **101 HELPFUL THINGS TO DO**

<http://www.oregonzoo.org/ScienceResearch/whatyou.htm>

Things any individual can do at home, in school, or at work to help conserve plant and animal habitats.

- **KIWI CONSERVATION**

<http://www.kcc.org.nz/main.htm>

Suggestions and examples from New Zealand. Learn how to start a Green Club of your own. Lots of "Green Links." Colorful and engaging.

- **KID'S STUFF**

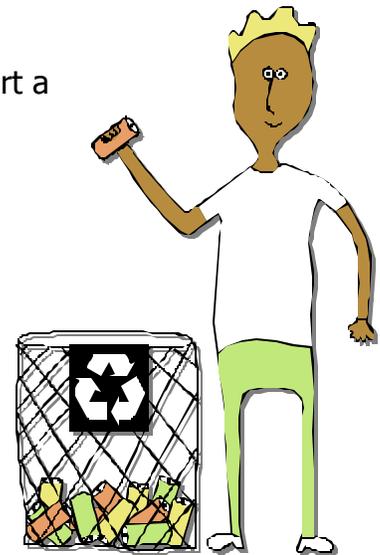
<http://www.worldwildlife.org/fun/kids.cfm>

Fun things for the kids to investigate from the World Wildlife Federation site. Choose from a variety of pictured links. Return to the WWF homepage for background information on the organization and its outreach.

- **PROJECT ENVIRONMENT**

<http://tqjunior.thinkquest.org/6076/>

A Think Quest Jr. site to forward environmental activism. Simple design, a personal essay from hometown high schoolers, along with activities and experiments to complete at home or online.



- **ENVIRONMENTAL UPDATES**

<http://www.ems.org/>

Sophisticated and up-to-the-minute information from the Environmental Media Services organization. Designed to support journalists who need constant updates regarding environmental issues.

- **THE SECRET FOREST**

<http://www.afseee.org/sf/home.html>

"Where you explore the mysteries of forest life." Hands-on activities, games, a narrative story about the wolf, a personal chance to speak out, and more.

- **MONTREAL'S BIODOME**

<http://www.ville.montreal.qc.ca/biodome/ebdm.htm>

Live ecosystems, collections, activities, and research teams. A virtual investigation of one of the largest biodomes in the world. Coverage of the intricate technology behind the scenes.