COMMON CORE
Lessons & Activities

NATURAL RESOURCES

Reading for Information
Higher-Order Thinking
Writing Prompts
Current Events Analysis
Vocabulary
Cause & Effect
Graphic Organizers
& More!

REPRODUCIBLE

One teacher is allowed to make copies for use in her/his classroom!

About this Book

This Common Core Lessons and Activities Book allows you to immediately meet new Common Core State Standards for English Language Arts, as well as Literacy and Writing in History/Social Studies. It is designed to supplement your Social Studies resources, adding new Common Core rigor, analysis, writing, inference, text-dependent questions, and more into your daily instruction.

How to Use this Book:

- Work through the lessons and activities as a class to teach your students higher-order thinking, analysis, and 21st century skills necessary to meet new Common Core expectations.
- Allow students to work through the lessons independently to build and practice these new skills.
- Include technology, collaboration, presentation, and discussion in the activities as you desire—you can decide how in-depth to go.
- Watch your class develop new abilities to meet the rigor of Common Core State Standards, right before your eyes!

Tips:

- Use some of the pages—or use them all—based on your grade, your students, your curriculum, and your needs.
- Use the pages at their current size, or if you prefer them to be 8-1/2" x 11", enlarge them 125% on your copy machine.
- Download graphic organizers labeled **"GO"** in the Table of Contents by going to: www.gallopade.com/client/go
- Use the correlations grid to easily see which Common Core standards are covered in each lesson.

Common Core Lessons & Activities:
Natural Resources

By Carole Marsh
Published by Gallopade International, Inc.

Printed in the U.S.A. (Peachtree City, Georgia)

TABLE OF CONTENTS

G: Includes Graphic Organizer
GO: Graphic Organizer is also available 8½" x 11" online download at www.gallopade.com/client/go
(numbers above correspond to the graphic organizer numbers online)

Ocean Resources

Read the texts and answer the questions.

The ocean is a very important natural resource. It has significant impact upon our lives, including the foods we eat, the jobs we do, the activities we do for fun, our health, and more!

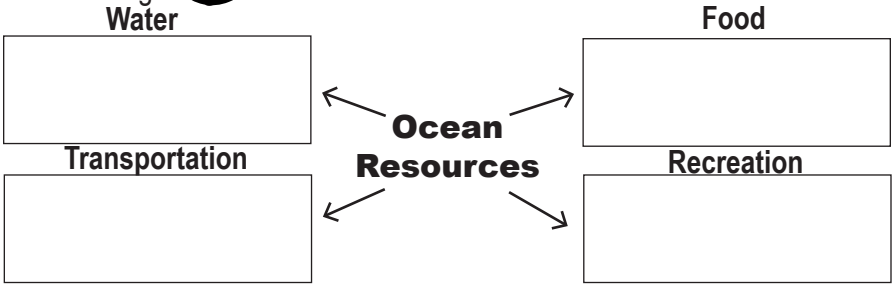
People rely on food from the ocean. Fish, shrimp, clams, and more are a key part of the diet of people around the world. Seafood provides people with many important nutrients and minerals that are not found in most land plants and animals.

People use the ocean for transportation and recreation. Large ships carry goods from one part of the world to another, enabling trade of a variety of types of products and materials. Many people work in jobs related to the ocean. Examples range from ship builders and port workers to the captain and crew on ships. People also sail, swim, surf, and fish in the ocean for enjoyment.

Additionally, the ocean indirectly affects other natural resources around the world. For example, the ocean is an important part of water cycle. Although the ocean is too salty to drink, evaporated water from the ocean falls to the earth as freshwater rain. The ocean also helps create wind patterns. Wind caused by the ocean is often used to generate electricity.

PART A: Use the first text to answer these questions.

1. Explain how humans use the ocean as a resource for each of the following things:



2. What role does the ocean play in providing some of our basic needs?

3. Name 5 jobs that are directly or indirectly created because of how people use ocean resources.

October 19, 2013: A Sailor's Alarming Report
"The Oceans Are Dead"

1) Ian McFayden, a sailor, reported that many parts of the Pacific Ocean appear to be dead from overfishing and garbage pollution. McFayden made his observations while participating in a boat race from Melbourne, Australia to Osaka, Japan. He participated in the same race once ten years before.

2) "In 2003, I caught a fish every day." McFayden recalls, "Ten years later... sailing almost exactly the same course, I caught nothing. It started to strike me the closer we got to Japan that the ocean was dead... Nothing alive for over 3,000 miles. No longer saw turtles, dolphins, sharks, birds—Saw one whale, it appeared helpless with big tumor on head."

3) "We saw a boat come toward us and we thought they might be pirates, but they had bags and bags of fish," McFayden continued. "We said there's only two of us, we can't do anything with all of that, and they said don't worry, just throw it over the side. There were around 200 large fish in there. But it was valueless to them because they were after tuna and nothing else. They just [fished] the whole ocean and everything other than tuna was [trash]."

4) McFayden's startling observations did not end there. He recalled piles of trash drifting in the open water. "We would not motor the boat at night due to fear of [garbage] wrapping around the propeller," McFayden said. "We'd only do that during the day with someone on the lookout for garbage."

PART B: Use the second text to answer these questions.

4. Whose observations are described in the text? Is he the author of the text? How do you know?

5. When were most of the observations in the text made? What else was occurring at the time those observations were made?

6. Choose the word from each pair that best describes the observations in the text, and explain your reasoning for your choices.
   A. vague or detailed
   B. ordinary or startling
   C. believable or unbelievable
   D. positive or negative

7. A. How is the ocean personified in the text?
   B. Why is the ocean personified in this way?
   C. Do you think this personification is effective? Why or why not?

8. Give two examples of ocean use in the second text and match them to how the ocean affects our lives as described in the first text.

VOCABULARY

Renewable & Nonrenewable

Renewable resources can be replaced (like trees) or they are continually created (like sunlight). Nonrenewable resources cannot be easily replaced, like oil or coal, because of the extremely slow natural processes by which the resources are made.

PART A: Use an online dictionary to define each word. If a word is not in the dictionary, use its antonym to write a definition.

Finite _____

Infinite _____

Sustainable _____

Non-sustainable _____

Limited _____

Unlimited _____

Replaceable _____

Irreplaceable _____

Plentiful _____

Scarce _____

PART B: Classify each word as to whether it better describes a renewable or a non-renewable resource.

DESCRIPTIONS OF RESOURCES	
RENEWABLE	NONRENEWABLE

Energy Resources

Read the texts and answer the questions.

Natural resources are used to produce energy. These energy resources are useful for generating electricity, for heating, and as fuel for transportation.

Fuels are materials that are burned to produce energy. Fossil fuels (petroleum, coal, and natural gas) are fuels made from the decomposed remains of plants and animals that lived million of years ago.

Renewable energy: energy that comes from natural resources that are not used up as they generate energy, or that can be replaced in a relatively short time

Non-renewable energy: energy that comes from natural resources that are used up as they generate energy; cannot be replaced in a relatively short time

RESOURCE	DESCRIPTION	REPLACEMENT PROCESS	Percentage of Total Energy Used in U.S.
Biomass	Plants and animal material that can be burned to produce energy	New plants and animals can replace those that are used for energy.	4.6%
Coal	Carbon material mined from the Earth and burned to produce energy	A fossil fuel that takes millions of years to create	18.3%
Geothermal	Heat energy within the Earth, recovered as either steam or hot water	Continuously produced inside the Earth	0.2%
Natural Gas	Methane gas that can be burned to produce energy	A fossil fuel created over millions of years	27.3%
Petroleum	Oil, gasoline, diesel fuel, and propane that is burned to produce energy	Fossil fuel created from buried remains of plants and animals over millions of years	36.5%
Solar	Energy gathered from the sun's rays used to generate electrical energy	The sun creates solar radiation constantly.	0.2%
Uranium	Mineral found in rocks worldwide, and burned to create nuclear power	Once used, uranium cannot be replaced.	8.5%
Water	Electrical energy produced by using the force of water to spin a generator	The Water Cycle is a closed system on Earth, so water is always available.	2.8%
Wind	Air in motion, created by the movement of warm and cold air on the Earth's surface	A continual source of energy created by heat from the sun and air	1.4%

1. List two ways renewable energy resources and non-renewable energy resources differ.

2. A. Which energy resources in the table are renewable?
   B. Which energy resources in the table are non-renewable?

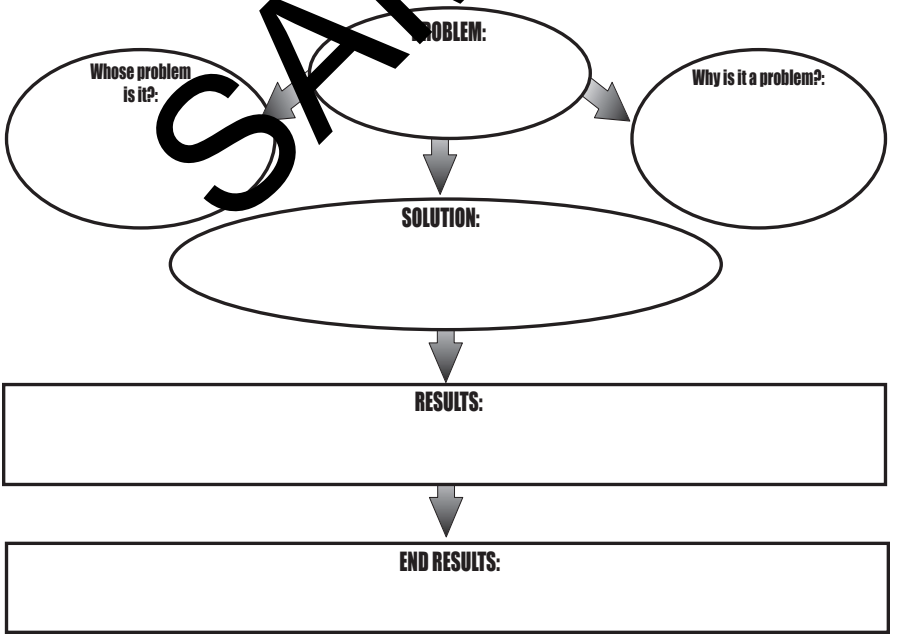
3. A. Which energy resources in the table are fuels?
   B. Which energy resources in the table are fossil fuels?

4. A. Are all fuels non-renewable? Explain.
   B. Are all fossil fuels non-renewable? Explain.

5. Identify whether each of the following items would be classified as biomass. Explain why or why not.
   A. trees C. sunlight E. human waste
   B. water D. crops F. garbage

6. Draw a circle graph to show how much of the U.S.'s energy is from renewable resources and how much is from nonrenewable resources. (Hint: Add the percentages of each type of resource.) Include a title, key, segment labels, and percentages. You can approximate the size of the two segments.

7. Analyze the circle graph you created. What problem might come from using too much energy from non-renewable resources? Use the text, data, and logical thinking to complete the graphic organizer.

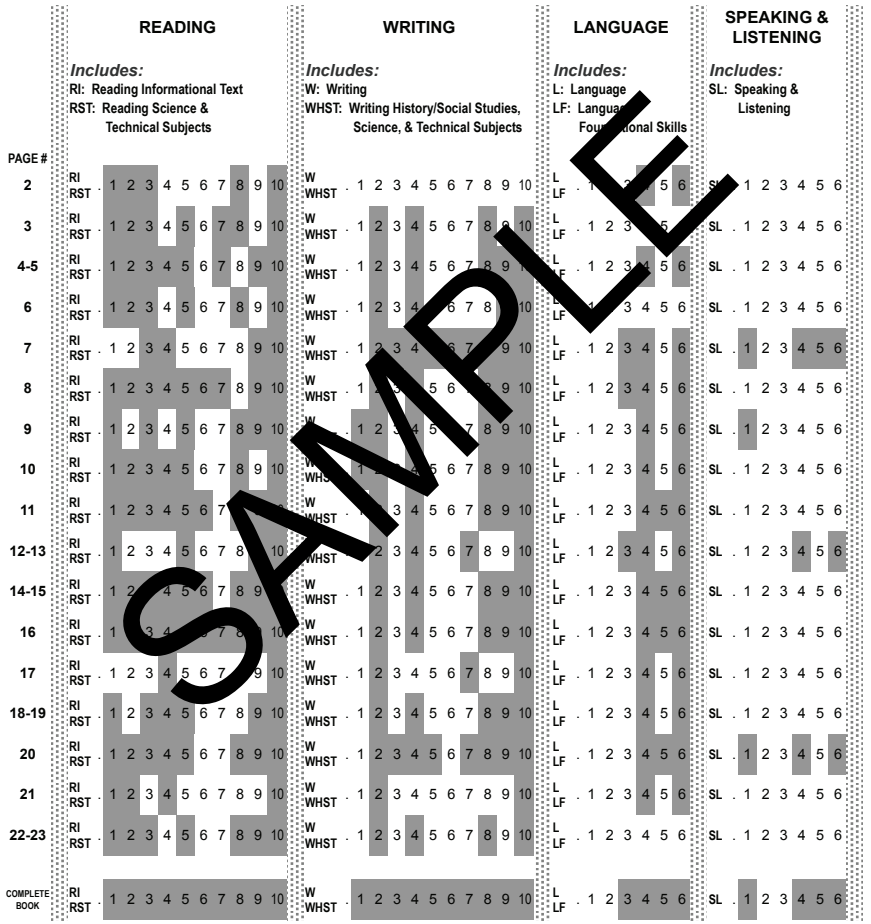


Correlations to Common Core State Standards

For your convenience, correlations are listed page-by-page, and for the entire book!

This book is correlated to the Common Core State Standards for English Language Arts grades 3-8, and to Common Core State Standards for Literacy in History, Science, & Technological Subjects grades 6-8.

Correlations are highlighted in gray.



For the complete Common Core standard identifier, combine your grade + "." + letter code above + "." + number code above.

In addition to the correlations indicated here, the activities may be adapted or expanded to align to additional standards and to meet the diverse needs of your unique students!

Common Core Lessons & Activities Books

Social Studies Titles:

- Declaration of Independence
- U.S. Constitution
- Bill of Rights
- Road to the Civil War
- The Civil War: Key Battles & Events
- Jamestown
- Key Events of World War II
- Civil Rights Movement
- Branches of Government
- Basic Economic Concepts
- Women's Suffrage and the 19th Amendment
- The American Revolution
- Explorers
- The Olympics
- Underground Railroad
- Forms of Government: Democracy, Monarchy, & Oligarchy & More
- Ancient Greece
- Ancient Egypt
- Native Americans
- Indian Removal & the Trail of Tears
- Inventors & Inventions
- Map Skills
- Westward Expansion
- Communities

Science Titles:

- Habitats
- States of Matter
- Cell Structure
- Weather
- Water Cycle
- Energy
- Solar System
- Sound
- Mammals
- Light
- Rocks and Minerals
- Oceans
- Heredity & Genetics
- Magnetism
- Natural Resources
- Ecosystems
- Force & Motion
- History of the Earth
- Life Cycles
- Wave Properties
- Landforms
- Classification of Organisms
- Electricity
- The Scientific Method

COMMON CORE Lessons & Activities

Are you expected to change how you teach because of new CCSS for English Language Arts & new CCSS for Literacy and Writing in History/ Social Studies and Science?

Are you expected to continue to meet existing science and social studies standards, AND integrate new, more rigorous expectations for reading, writing, analysis, inference, and more into your daily instruction?

This series of 48+ little books is a HUGE help!

Common Core at an Uncommon Value!

Supplement the resources you already have by choosing the books in this series that match the science and social studies topics you teach. Each book will provide you with ready-to-use reproducible pages that are the exact kinds of Common Core lessons and activities you need to meet the new added requirements of Common Core!

"You'll want these for every topic you teach!"
–Amy Johnson, Common Core Specialist

You don't have to start from scratch. This brand new series meets Common Core State Standards for ELA + Common Core State Standards for Literacy and Writing in History/Social Studies and Science!

GALLOPADE
www.gallopade.com