

B.M.S. Environmental Issues Study Environment/Natural Resources Group Project



1. The goal of this cooperative learning activity is to research and present to the class information regarding problems and solutions facing the world's environment.
2. Each group will focus on one of the following areas: water pollution, land pollution, air pollution, global warming, hydroelectric power, nuclear power, and solar power. Research is to focus on countries from Africa, Asia, Australia, and/or Oceania.
3. The group needs to work together using electronic and print material to locate, read, take notes on, organize, and present information to the class.
4. The group will produce an oral and a written presentation. The oral presentation will include creating six Power Point slides to accompany oral discussion of the group's research. The written presentation will be a typed essay collaboratively written including a correctly written bibliography.
5. The Power Point presentation should focus on the definition, examples, facts, and statistics pertaining to the group's topic.
6. The essay should focus on the topic's problems and solutions as they relate to the question(s) developed by the group through research.
7. On a specific day at the end of the projects, each individual will write an essay in class about the group's topic for an individual grade.

My Group's Topic _____

Group Members: _____

Power Point Due _____

Essay Due _____

B.M.S. Environmental Issues Study

Social Studies Daily Plan

Day One

Explain Project
Assign Groups
Groups draw Environmental Issue
Groups write out questions

Day Two

Explain how to Research

Day Three

Explain how to reference

Day Four

Students work in Library and answer at least two out of three questions

Day Five

Students work in Library and answer remaining three questions

Day Six

Group meet to plan out 6 slides – not in depth

Day Seven

Pull class together and discuss article or video

Day Eight

Groups meet to discuss Power Point and begin working on Essay
Remind students what an Essay looks like

Day Nine

Groups work on Power Point and Essay

Day Ten

Groups work on Essay – Must have Ticket to type essay on paper

Day Eleven and Twelve

Groups Present Power Point and look over Essay

B.M.S. Environmental Issues Study

SOCIAL STUDIES STANDARDS*

*The following standards will be covered in depth or in part by the research and final products required for this study.

STANDARD 2

Civics and Government

Functions of Government

7.2.6 Identify different forms of government in Africa and Asia, which includes examples of limited/unlimited government.

International Relations

7.2.9 Describe different sources of authority and power of government in African and Asian nations.

7.2.12 Use data gathered from a variety of information resources to research the various form of government of the African and Asian nations.

STANDARD 3

Geography

The World in Spatial Terms

7.3.1 Explain the role of earth/sun relationships in influencing the climate and ecosystems of Asia, Africa, Australia and, Oceania.

Places and Regions

7.3.4 Name and locate major regions, mountain ranges, and river systems in Africa, Asia, Australia, and New Zealand.

7.3.5 Create maps of Africa, Asia, Australia, and New Zealand, and label countries and major cities.

7.3.6 Distinguish the common characteristics that underlie the regional divisions of both Africa and Asia.

7.3.7 Identify physical and cultural sub-regions of Africa, Asia, and Oceania.

Physical Systems

7.3.11 Explain ways in which the natural environment of selected places in Asia, Africa, Australia, and Oceania relates to its absolute and relative locations.

7.3.12 Identify and explain the distribution of ecosystems in Africa and in Asia, in terms of climate and landform patterns.

7.3.13 Explain why the central plateau of Africa, a portion of ancient Gondwanaland, has a large part of the world's industrial minerals such as copper, cobalt, and diamonds. Locate the major deposits of petroleum in Africa and Asia and account for the physical processes that resulted in deposits in these locations.

7.3.14 Locate the major deposits of petroleum in Africa and Asia, and describe the physical processes that created them.

7.3.15 Describe the restrictions that climate and landforms place on land use in regions of Africa and Asia, and be able to discern how patterns of population distribution reflect these restrictions.

Environment and Society

7.3.22 Graph current levels of economic development in selected countries of Africa and Asia, and relate these to graphs of such factors as levels of education, availability of medical care, and gross domestic product per person.

7.3.24 Use a variety of information sources to identify global issues related to natural resources in selected countries in Africa, Asia, Australia, and Oceania, and examine contrasting perspectives on these issues.

Uses of Geography

7.3.26 Ask geographic questions and identify global issues related to natural resources that affect countries in Africa, Asia, Australia, and Oceania, and examine contrasting perspectives on these issues.

STANDARD 4

Economics

- 7.4.4 Describe why and how different economic systems of Africa, Asia, and Australia/Oceania answer the basic economic questions of what to produce, how to produce and for whom to produce.
- 7.4.6 Compare and contrast the standard of living of various countries in Africa, Asia, and Australia/Oceania using Gross Domestic product as an indicator.

STANDARD 5

Individuals Society, and Culture

- 7.5.9 Use a variety of information sources to identify examples of present conflicts between cultural groups or nations, and analyze the historical and geographical background of such conflicts.
- 7.5.10 Give examples of the benefits of connections among cultures, such as opportunities for trade, cooperation in seeking solutions to mutual problems, learning from technological advances, acquiring new perspectives, and benefiting from developments in architecture, music and the arts.
- 7.5.11 Explore ways in which artistic expression of people in various regions of Africa and Asia relate to the physical environment and cultural values.

BMS Environmental Issues Study
Indiana and MCCSC LANGUAGE ARTS STANDARDS
GRADE 7

STANDARD 4

WRITING: Writing Process

- 7.4.5 Identify topics; ask and evaluate questions, and develop ideas leading to inquiry, investigations, and research.
- 7.4.6 Give credit for both quoted and paraphrased information in a bibliography by using a consistent format for citations.
- 7.4.7 Use a computer to create documents by using word-processing skills and publishing programs.

STANDARD 5

WRITING: Writing Applications

- 7.5.4 Write research reports that:
 - Pose relevant and focused questions about the topic
 - Communicate clear and accurate perspectives on the subject
 - Include evidence and supporting details compiled through the formal research process, including use of a computer catalog, *Reader's Guide to Periodical Literature*, magazines, newspapers, dictionaries, and other reference books.

STANDARD 7

LISTENING AND SPEAKING:

Listening and Speaking Skills, Strategies and Applications

- 7.7.10 Deliver research presentations that:
 - Pose relevant and concise questions about the topic
 - Provide accurate information on the topic
 - Include evidence generated through the formal research process including the use of a card catalog, *Reader's Guide to Periodical Literature*, magazines, newspapers and dictionaries.

STANDARD 8

INTERRELATEDNESS OF LANGUAGE, LITERATURE, AND CULTURE

- 7.8.1 Demonstrate knowledge of other cultures.
- 7.8.2 Explore other cultures through reading, writing, and speaking.

- B.M.S. Environmental Issues Study
 - Power Point Planning Sheet

A square slide template containing two empty rectangular boxes. The top box is wider than the bottom box, and they are vertically centered within the slide.

A square slide template with a title box at the top. Below the title box is a bulleted list consisting of three small circles arranged vertically.

A square slide template with a title box at the top. On the left side, there is a bulleted list of five small circles. On the right side, the word "picture" is written in a bold, italicized font, slanted downwards.

A square slide template with a title box at the top. On the left side, the word "picture" is written in a bold, italicized font, slanted downwards. On the right side, there is a bulleted list of five small circles.

A square slide template with a title box at the top. On the left side, there is a bulleted list of five small circles. On the right side, the word "picture" is written in a bold, italicized font, slanted downwards.

A square slide template with a title box at the top. Below the title box is a large, empty rectangular box that occupies most of the slide's content area.

B.M.S. Environmental Issues Study
Day One Environment Project

Group Members:

1. Project Topic:

2. Country or Continent Focus:

3. Five Questions: Create questions beginning with who, what, where, how, and when.
Questions should not be able to be answered with *yes* or *no*.

1.

2.

3.

4.

5.

B.M.S. Environmental Issues Study

Essay Planning Sheet

Group Members:

I. Introduction paragraph plan:

Interesting opening statement:

Thesis:

Supporting details:

II. Body paragraphs:

A. Problems discussion:

Topic sentence:

Specific problems to discuss:

Problem 1.

details to include:

Problem 2.

details to include:

Problem 3

details to include

B. Solutions discussion:

Topic sentence:

Specific solutions to discuss:

Solution 1.

Details and critique

Solution 2

Details and critique

Solution 3

Details and critique

Conclusion plan

Topic sentence:

Group's opinion/s

Research summary:

Concluding statement:

Bibliography (needs a variety of types of sources and four or more for best papers)

Remember to follow instructions for correct citation

1.

2.

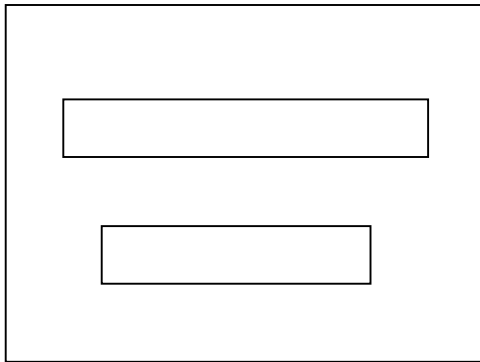
3.

4.

B.M.S. Environmental Issues Study
PowerPoint Presentation
Writers Workshop/Social Studies

1. Click on PowerPoint
2. Click on Blank Presentation
3. Due in Writers Workshop: _____
4. You will be making at least 6 slides:

Slide 1 Title Slide

A large rectangular box representing a slide layout. Inside, there are two smaller rectangular boxes stacked vertically, representing text input areas for the title and participants.

Top box: Project Title

Bottom box: Project Participants

Slides 2-5 Informational

A large, empty rectangular box representing the content area for informational slides.

AutoLayout: Your choice but must include a subject heading

All information and any graphics or effects must relate to the slide's topic.

Slide 6 Bibliography

The Bibliography is a list of you used for all written and materials included in this (See Bibliography handout.)

A large, empty rectangular box representing the content area for the bibliography slide.

the sources visual presentation.

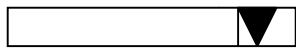
To create your first slide, click on Title Slide

- Add elements in this order:
1. Color Background
 2. Words
 3. Pictures

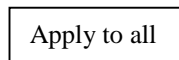
BACKGROUND

At the top menu choose Format

Background . . .



Select More Colors → See honeycomb colorwheel palette?
Click on the color of your choice
You will see the color in the square
Like the color? Choose OK



This will put your color choice on all your slides



This will put your color choice on this slide only

Fill Effects

Gradient	Texture	Pattern	Picture
Allows you to blend one or two colors in a design; choose variant you like, then OK	Allows you to have a wallpaper style background Click on texture box, then OK	Allows you to have a pattern as your background Click on box of your choice, then OK	Allows you to use a picture as the background. You will first have to have saved a picture in a file

*As with all backgrounds, remember that the text you put over it must be easily readable. There should be a contrast between the words and the colors behind.

TEXT (words)

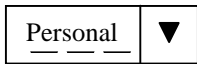
Select an easily readable font and size.

To make your own text box, choose Insert/Text Box from top menu, or the icon in the Draw bar.

Move your text box when the grey border and handles appear

TO SAVE

From the top menu choose File/Save As



Open the drop menu by clicking on the downward arrow. To save in your locker, click on your login name. In the file name box type in: WW SS PowerPoint.

*Make sure you did not save in Personal. This leaves your work on the computer you used instead of on the network (where you can access your work from any computer in BMS).

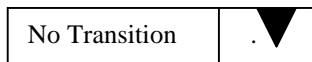
PICTURES

Choose from top menu Insert/Picture or click on clip art icon on slide

Clip Art. . .

From File. . .

SLIDE TRANSITION



This is an effect that leads from one slide to another.

From the top menu choose Slide Show/Slide Transition. The screen with the dog will demonstrate the effect you choose. Scroll down on the arrow to view the different effects. Choose Apply or Apply to All



NEW SLIDE

Choose from top menu Insert/New Slide or icon

This will take you back to the auto layout slide choices

DO NOT choose File/New. This creates a whole new PowerPoint and you will have a separate file for each slide. You will regret this as you will have to recombine all your slides.

TO VIEW

From the top menu choose View (or use the icons).

If you want to see all of your slides at once, choose Slide Sorter.

If you want to see your presentation, choose Slide Show.

SOUND/ANIMATION EFFECTS

Effects can be added to graphics or titles. From the top menu, select Slide Show/Custom Animation. The box under the effects tab will say No Effect.

Use the drop menu to choose from the effects. Once an effect has been OK'd, the Sound box will activate and you can select from the list in the drop menu. Things to consider: Make sure your animation effects appear in the order that best fits your presentation. Titles (headings) usually precede graphics. Don't overdose on effects. Less is better.

Make sure sound effects are an appropriate match to your words and graphics.

Name _____

Writers Workshop PowerPoint

Evaluation

BMS Environmental Issues Study

Slide Show	Language Mechanics
Title Slide is complete with appropriate title for project, has author(s)	Capitalization
Informational Slides Includes heading, appropriate information, details	Spelling
Background	Punctuation
Slide Transition	Grammar
Bibliography	Flow of Communication
Contrast	Word Usage (not copied, reflects grade level vocabulary)
Font (readability and size)	Writing Voice effectively uses medium to instruct peers
Graphics	Bibliography
Effects	
Bonus	

Name _____

Writers Workshop Essay

Evaluation

BMS Environmental Issues Study

Language Mechanics
Capitalization
Spelling
Punctuation
Sentence Structure
Paragraphing
Grammar
Writing Development
Word Usage (not copied, reflects grade level vocabulary)
Fulfills essay's purpose
Organization (intro., body, conclusion)
Bibliography
Alphabetizing
Indenting
Capitalization
Punctuation
Order
Accurate, complete citation

B.M.S. Environmental Issues Study Power Point and Presentation Rubric

	Awesome	Admirable	Acceptable	Unacceptable
Definition and Explanation	Scientific definition with cited source and verbal detailed explanation in own words	Scientific definition with verbal detailed explanation in own words	Definition with verbal explanation in own words	Definition and explanation lack accuracy or detail
Causes: Why topic exists or is needed	Highly informative; Students emphasize many relevant and accurate causes	Informative; students emphasize several relevant and accurate causes	Informative; students convey correct information with a few details	Somewhat or not at all informative; some information perhaps incorrect; gives few or no details
Facts/Statistics	Many facts and statistics, covers current government information	Several facts and statistics, covers current government information	Some facts and statistics, some current information	Few facts and statistics, little information
Organization	The information is very well organized, logically ordered, and easy to follow. Students include interesting and appropriate examples to support their main points	Students convey the information in a logical order, and the presentation is easy to follow and understand.	Students present the information in a logical order. Generally, the supporting details follow the main points.	The information is not presented logically, and supporting details are either missing or misplaced
Presenting	Students are enthusiastic during the presentation. They enunciate clearly, project well, maintain eye contact with their audience, and speak in complete sentences.	Students are engaged during the presentation. They enunciate clearly, project well, and speak mostly in complete sentences.	Students present their material clearly and try to maintain eye contact.	Students come across as disinterested during the presentation. They may be hard to understand and speak in fragmented sentences.

B.M.S. Environmental Issues Study

Essay Rubric

	Awesome	Admirable	Acceptable	Unacceptable
Introduction	Has highly interesting opening with a clearly stated purpose/thesis in a well developed paragraph	Has interesting opening with a stated purpose/thesis conveyed in a form easy to understand	Has a stated purpose/thesis but lacks an opening that engages reader; may lack sufficient information to develop paragraph	Lacks a stated purpose/thesis and paragraph's information is not easy to follow or understand
Problem	Clearly defines problem; is highly informative and emphasizes important information with fascinating details	Clearly defines problem; is informative and includes pertinent information with three or four interesting details	Defines problem; is informative and conveys correct information to illustrate one or two details	Does not clearly define problem; some of the information maybe incorrect or lacks detail
Solutions	Offers several examples and strong critique of current solutions to problems as well as offers possible future solutions	Offers some examples and critiques current solutions to problems as well as offers possible future solutions	Offers clear examples but includes weak evaluation of current or future solutions	Offers few or no detailed examples and lacks evaluation of current or future solutions
Conclusion	Clearly communicates group's opinion and summarizes research accurately; provides a strong closure to the topic in a well developed paragraph	Includes group's opinion and summarizes research; provides closure to the topic in a well developed paragraph	Includes opinion or summary but lacks clarity; paragraph may be weakly developed	Includes weak or no opinion or summary; paragraph may be poorly developed
Bibliography	Uses a minimum of four varied resources with correct citation	Uses a minimum of four varied resources with few errors in citation	Uses three/four resources with some errors in citation	Uses two or fewer resources with some errors in citation

