

6th Grade Science Lesson on Natural Resources

Common Core State Standard

6.E.1.1. Students are able to describe how the spheres (lithosphere, hydrosphere, atmosphere, and biosphere) of the Earth interact.

- Impact of humans and natural events and the composition of spheres



ESSENTIAL UNDERSTANDING 1

The original land base and natural resources of the Oceti Sakowin were under communal stewardship prior to immigrant settlement. The Oceti Sakowin tribes have a distinct and unique interrelationship with the environment that contributes to South Dakota.

Opening:

Give each student a small bag of M&M's and a picture of a cute puppy. Begin by talking about how we enjoy the two items in different ways. How are they similar? How are they different? Ask the following questions:

- How difficult would it be to enjoy the M&M's for a day? How about the puppy? What would you have to do to make them both last the full day?
- How about making them last a week? Could it be done? How would each be similar? Different?
- What do you notice about your relationship with the M&M's? How is your relationship to the puppy different? How do we "care" for each? How do your thoughts differ from one to the other when you think about them?
- How do these two items relate to natural resources? What kind of resource is each item similar to? (Renewable vs. Non-renewable vs. Exhaustible vs. Inexhaustible)

Lesson:

Share the images of the maps of natural resources. Ask students what kind of resource each is. Coal? Oil? Water? Trees? Talk about how these resources are all found right here on Standing Rock.

Share the brief video on Fracking and talk about ways that resources are collected. Why is it important to consider how we relate to the different resources? What if we see resources as M&M's? Do we treat them differently than if they are seen as a puppy?

What do the people who have lived here the longest have to say about the land and its resources? Share Stephanie Charging Eagle's and Gladys Hawk's videos as well as Joseph Marshall's if time.

How do the ways that the elders connect to the land differ from many people today? In what ways might we move toward seeing our resources more like a puppy than the M&M's?

Closing:

Have students create a goal in written or drawn format that shows one way they want to move into relationship with the land and the natural resources they use. Give them time to work and then have as many as are willing share their goals.

