



Learning Activity



Commonwealth of Pennsylvania • Department of Environmental Protection

Pennsylvania's Environmental Leaders

- Grade Level:** 4th Grade
- Subjects:** Environmental Education, Social Studies and Language Arts
- Concepts:**
1. Pennsylvania's environmental heritage and progress have been greatly influenced by certain individuals.
 2. Studying environmental leaders and their contributions is a way to follow environmental progress.
- Skills:** Comprehending, concept forming, discussing, determining cause and effect, identifying relationships and patterns, elaborating
- Pa. EE Standards:** Humans and the Environment 4.8.4(c).
- Materials:** One or two sets of Pennsylvania Environmental Heritage Trading Cards. Phone Pa. DEP's Earth Day Central number (717) 783-6397 while the supply lasts. Acetate sheets and an overhead projector.
- Preparation Time:** 15 minutes
- Class Time:** 1.5 hours
- Teacher Preparation:** Make overhead transparencies of the photo side of the trading cards. Use the lightest setting on your copying machine. You can fit nine trading cards onto one 8.5" by 11" sheet of acetate, or you can make individual transparencies of each card.

Action:

1. Explain to your students that you have trading cards. The trading cards show real people who lived or worked in Pennsylvania and who made a difference in Pennsylvania's environment. Ask the students what is meant by "the environment" to review what they associate with the term. Although the children may offer rainforests, oceans, whales and other animals such as tigers, continue eliciting responses until characteristics of your local and regional environment are offered (the plants in the school yard, the trees along the street, the air we breathe, the water that comes out of the faucet, the little streams that flow through their neighborhoods, our roads and buildings, etc.)

Ask the students if there is anything that they can do to help the environment. You may wish to link this question to upcoming Earth Day (April 22) events in your school or community if the timing is appropriate. Simple things that the children might offer are saving water through simple conservation steps like turning off the water while they brush their teeth, not littering, planting a tree, recycling their soda bottles, etc. Confirm that these actions are important to helping the environment.
2. Give each child one card and ask them to spend a few minutes looking at their cards. Tell them that the person's name appears just below the picture and that the back of the card explains when the person lived, where in Pennsylvania they lived or worked, what their job (VOCATION) was and what they did for the environment. Ask them to think about these questions:

- a. Does their card show a man or a woman?
 - b. Does their card show a person who looks like he or she could be their neighbor? Why or why not?
 - c. Can you imagine what this person looked like when they were your age?
 - d. Can you pronounce your person's name?
 - e. Have you heard of the Pennsylvania town where this person lived or worked?
 - f. Can you read what your person did for the environment (ACCOMPLISHMENT)?
3. One by one show the pictures of the people on the trading cards that you made for the overhead projector. Ask who in the room got the card -- one or two students may have gotten each one, depending on your class size. Have the recipient(s) of the picture of the moment stand up. Ask them which of the questions (a-f above) they could answer. Get them to share their thoughts and help them to read the information on the card while the rest of the class listens. Ask the entire class why each accomplishment was/is important. How was the environment made better by what each person did? If going through all 18 cards is too much for one time, you can do a few cards during a daily set aside time until they are all done.
 4. To summarize when all the cards have been discussed, ask the class to imagine that all the people on the trading cards are their age. (About nine years old). What do you think these children were like? (Perhaps they appreciated the out-of-doors and spent much time there, perhaps they really liked science and math, perhaps they loved birds, etc.). Help the children to realize the importance of finding something they enjoy doing, learning and then doing what they are able. There is no telling where this may lead them!

Extension: Have each child or team of two children visit the library or the Internet and read about the person on their trading card and give a short report. More information is available on Pa. DEP's website at www.dep.state.pa.us. Type "Heritage" into the directLINK box. This information is not written on a fourth grade level, however.


Assessment:

For student portfolios, have each child write this sentence across the bottom of a plain sheet of paper: "How one person can make a difference to the environment." Have them illustrate how this might happen.

For Younger Children:

Become familiar with the people and information on each trading card. Laminate each trading card with clear contact paper over the photo side and identical print contact paper over the information side of the card. Use the cards to play a standard game of concentration¹, reviewing the information as each set of cards is claimed by a player.

¹ All cards are placed face down in random order. Children take turns turning two cards over and trying for two cards that match. All participants must have a clear view of the playing area. If there is no match, the player returns the cards to the face down position. Play passes to the next child if a match is unsuccessful. Children who obtain a match remove the two cards from the playing area and take another turn. The child with the most cards wins!

	<p>www.GreenWorksChannel.org - A web space dedicated to helping you learn how to protect and improve the environment. The site features the largest collection of environmental videos available on the Internet and is produced by the nonprofit Environmental Fund for Pennsylvania, with financial support from the Pennsylvania Department of Environmental Protection, 800 334-3190.</p>
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