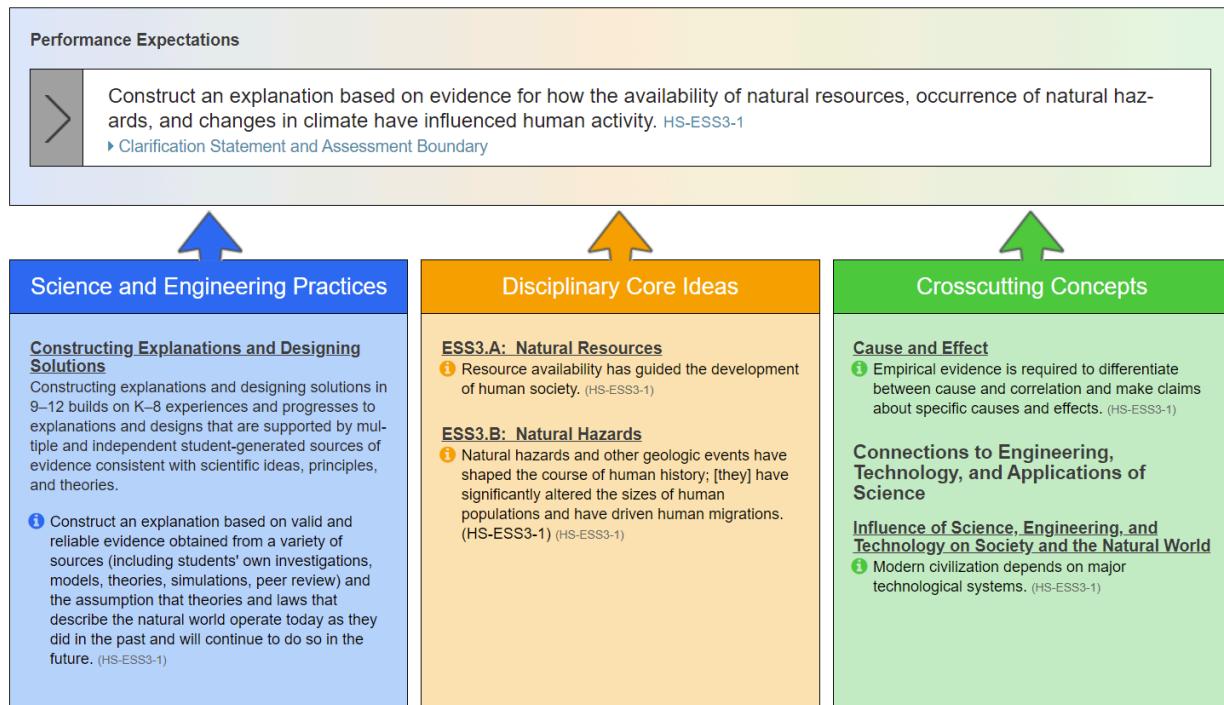


## Lesson Plan Topic: How Natural Resources and Hazards Influence Human Activity

**HS-ESS3-1 Earth and Human Activity: Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.**



## Goals for Understanding

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### Vocabulary

Identify the new academic words that should be taught in your lesson (*content vocabulary*) and the words needed to understand those ideas (*support vocabulary*)

Content Vocabulary	Support Vocabulary
Sustainability	
Natural Disaster	
Ecosystems	
Resource Allocation	

## Learning activities

1. Explore a virtual field trip with data embedded within the images.

## Assessment Activities

**Assessments:** Students will use thing link to create a virtual field trip showing a place that they know well and explaining how human activity within that place is influenced by the availability of natural resources, the occurrence of natural hazards, and changes in climate.

## [NSTA LINK](#)

### Lesson Plan Agenda

TIME	TASK	DESCRIPTION	NEEDS
5 min	<b>Introduce the Lesson: Planning Sustainable Recovery</b>	Teacher will introduce the ideas that resources are limited	Have notes in the handout Have slides prepared
15 min	<b>Hurricane Maria</b>	Students will take a virtual field trip to Puerto Rico to visit the site of the hurricane just after it hit. Students will use the data from the VR field trip to make a claim about the amount of Rain fall, resource, and migration	Have VR QR code on slide and in the lessons Optional VR Cardboard goggles [link]
10 min	<b>Small Group Data Analysis &amp; Share</b>	Work in your small group to analysis the data from the Virtual Field Trip	Have notes in the handout Have slides prepared
10 min	<b>Student Share Out</b>	In their small groups, students will share the results of their data analysis	n/a
20 min	<b>Students will Design Models for Sustainable Rebuilding in Small Group</b>	<b>Direction:</b> Working in a small group document how you might lead a recovery that will be sustainable in PR. Answer the following (1) How would you rebuild the city so there are resources for everyone in Puerto Rico? (2) How would you make sure these rebuilding projects would be sustainable? (People are serve, the ecosystem is healthy)	Have notes in the handout Have slides prepared
15 min	<b>Share Out</b>	Students will share their responses	n/a
10 min	<b>Teacher Large group review of Case Study 1</b>	The teacher will review case study #1	Have notes in the handout Have slides prepared
5 min	<b>Questions and Answers</b>	Close the session with questions and answers	n/a

DAY 2			
TIME	TASK	DESCRIPTION	NEEDS
5 min	<b>Introduce Day 2</b>	Review the Day	-
15 min	<b>Case Study 2 Review</b>	The teacher will review a second case study to talk about the human influence on ecosystems.	Have notes in the handout Have slides prepared
15 min	<b>Small Group Problems in Our Ecosystem</b>	<b>Directions:</b> Working in small groups of 3, students will work on identifying a local ecological problem and will identify the data.	Have notes in the handout Have slides prepared
10 min	<b>Share Out Progress</b>	Students trained on using ThinkLink and given task to create Think link explanation of problems of the ecosystem.	n/a
30 min	<b>Teaching Students to Create Thing Link</b>	<b>Directions:</b> Using the information in the pages below you will conduct an analysis of our local ecosystem.	Have notes in the handout Have slides prepared
15 min	<b>Students share draft of their Problems of the Ecosystem</b>	Students will share their progress, "What do you have done right now?"	Have notes in the handout Have slides prepared
HW	<b>Students Work on Creating Their Own Ecosystem Analysis</b>	Students will complete their analysis and create a Think Link Virtual Tool to Explain their Analysis	n/a

Day 3			
TIME	TASK	DESCRIPTION	NEEDS
90 min	<b>VR FILM Session</b>	Students will share their Virtual Field trips	n/a