

LESSON: People For the Planet**GRADE: 5****OBJECTIVES:****Reading Informational Texts-
Integration of Knowledge & Ideas**

- **RI.5.7.** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- **IA.1.** Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.

MATERIALS & RESOURCES:

- Access to computers and the Internet
- List of environmental organizations:
 - http://en.wikipedia.org/wiki/List_of_environmental_organizations
- List of people & organizations for school & community gardens:
 - <http://edibleschoolyard.org/our-story>
 - <https://foodcorps.org/where-we-work/iowa>
 - <http://www.growinginthegarden.org/>
 - http://cdn.heart.org/HEARTORG/GettingHealthy/HealthierKids/TeachingGardens/Teaching-Gardens_UCM_436602_SubHomePage.jsp

PRESENTATION:

There are countless groups of people who want to protect the planet. People want to save the trees, protect the polar bears, and fight for renewable energy resources. What do they have in common with each other and how are they different? Explore different environmental organizations to find out how people are trying to protect the planet.

If you are doing this activity as part of the 5th grade Gardening Unit, follow these directions but answer the questions on the form with research done with people and organizations which have been pioneers and activists for school and community gardens.

DIRECTIONS:

1. Discuss with students, the questions: *What is an environmental organization? What do they do? Who or what do they protect and how?*
2. From a list of environmental topics/organizations, students can choose which one they are interested in.
3. Students should use the website to answer the questions included below. Use the questions to guide a report for the class about each organization.
4. Have students partner up. Create a comparison list of the two organizations and share this new information with the class.
5. Wrap up by discussing how environmental organizations can be similar and different. Are there any that are better organized? Why might some be more helpful or successful than others?

TIME:

2 hours, can be split in to 1-hour segments

People For the Planet

Organization name:

Focus:

Mission statement:

Purpose(s) of this organization:

What do they do?

How this group is organized (international, national, local)?

Is this organization governmental? Non-governmental? Associated with other organizations?

How can you connect to that organization in your community? Where is the nearest chapter, if available?

How can you connect on the Internet? Blogs? Social media? Email?

Do they have education programs available? What are they and how are they distributed?

Can you be a member? What do members do/get?

What age is targeted by this organization? Can students get a discounted membership?

Do they release a regular publication? What is it? How often is it released?

Are there careers, internship, and volunteer opportunities available? Describe:

How can you take action for their cause?

How can you donate to this organization and how are donations distributed? What do they fund?

For Garden Unit: How can your class benefit from this person or organization?
How can your class/garden project contribute to this person or organization?