

Social Studies Lesson Four

Assessing the Information

Objectives: After the presentation of this lesson students will be able to:

1. select and sequence important current events as they pertain to regulation of pollution.
2. assess the successes of the current state and local government administration on the regulation of pollution in Southern Nevada.
3. identify changes in current policies that are challenging to Southern Nevada.
4. identify social changes Southern Nevada will face in the next decade.

NEVADA HISTORY STANDARDS 1, 2, 9

NEVADA ECONOMICS STANDARDS 6, 8

NEVADA GEOGRAPHY STANDARD 6

NEVADA CIVICS STANDARDS 3, 4, 5

Materials: pencil or markers, library resources about water quality, library resources about regulation of pollution locally and nationally, Internet access, current newsmagazines, world almanacs, local newspapers

It is suggested that teachers contact the Newsweek Education Program, 251 West 57th St., New York, New York, 10019, 800/572-2516, to obtain their 1995 publication "The Global Environment," prior to teaching this lesson.

Time: One or two class periods

Procedures:

Students will be preparing a water quality chapter for a book about the Las Vegas Valley. Before beginning this exercise with the students, the instructor should gather recent articles or publications that address environmental issues, specifically water quality, around the world. (Suggested publication is "The Global Environment" from the Newsweek Education Program.) Students will analyze the publication and use it as a model for preparing similar information that pertains to Southern Nevada. This will involve researching and updating so that the facts and issues are valid and current for the Las Vegas Valley. Students will work in groups, and each group will research and write a different section of the chapter about local water quality. Describe the steps that each group will follow.

1. Compile a list of subtopics for the section.
2. Compile a list of subheadings.
3. Write paragraphs to match subheadings.
4. Create appropriate visuals.
5. List key concepts for the section, add new key terms, people, places, and write end-of-section questions.

- A. Explain that each group's work will be measured against these criteria:
1. Does the new section bring the information in the textbook up to the present?
 2. Do section heads and subheads reflect the information in the section?
 3. Is the section well-organized and is the information clearly presented?
 4. Did each group member contribute to the discussion and implementation of the activity?
- B. Organize the class into three groups. Have each group choose the chapter section they would like to work on and how each member will contribute to the activity. One organizational plan might include:
1. Managing editor- responsible for coordinating group work;
 2. Editor- compiles content outline for the section, works with researchers;
 3. Researchers- identify and collect additional information needed by the group;
 4. Text writers- use outline and information collected to prepare a copy for the section;
 5. Instructional writers- create the lists of key terms, key people, key concepts, and end-of-section questions and answers;
 6. Graphic designer- selects pictures, writes captions for the section, designs page layouts;
 7. Copy editor- reviews the section title, headings, text, questions and captions for grammar and clarity.
- C. Help groups to assess their own work, using the criteria previously outlined.
- D. Display the chapter in the classroom and/or school library.