



My nature connection

EARTH DAY!

GRADE: 5-12
TIME: 60 MIN

WHAT CAN YOU DO TO HELP CONSERVE OUR RESOURCES?

On April 22nd, Earth Day is celebrated by over one billion people! In this lesson, students will learn about the history of Earth Day. Then they will have the option to play a virtual jeopardy game or make a nature mural.



WHAT YOU'LL NEED

- Jeopardy Game
 - internet access
- Nature Murals:
 - magazines
 - construction paper
 - glue
 - scissors

INTRODUCTION

WHAT'S EARTH DAY ALL ABOUT?

Before 1970, a factory could spew clouds of toxic smoke into the air or dump tons of toxic waste into a nearby lake, and this was perfectly legal. Companies could not be taken to court over the pollution they created because there weren't any laws preventing them from doing it.

In the spring of 1970, Senator Gaylord Nelson of Wisconsin created Earth Day to force the issue of pollution onto the national agenda. Twenty million Americans demonstrated that year, and it worked. The demonstrations led to Congress passing many acts that help protect our environment. Additionally, Congress authorized creating a new federal agency to tackle environmental issues called the Environmental Protection Agency (EPA).

Today, Earth Day is recognized by 192 countries and one billion people and will forever leave a mark on our Earth.

STUDENTS WILL:

- Learn about the importance of Earth Day
- Learn about acts passed to protect the environment

SETTING

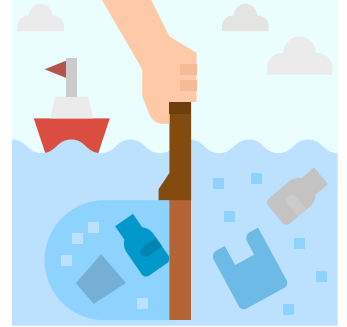
In a classroom, either in-person or virtually



ENVIRONMENTAL POLICIES PASSED SINCE EARTH DAY

THE CLEAN AIR ACT:

Shortly after Earth Day was created, Congress passed the Clean Air Act. This requires the EPA to monitor the maximum concentration in the air of major pollutants like sulfur dioxide, nitrogen oxide, particulate matter, carbon monoxide, ozone and lead. This act has improved air quality, yielded more crops for farmers, and improved outdoor spaces.



THE CLEAN WATER ACT:

This act established goals for controlling water pollution. The main goal was to have attainable and fishable waters by 1983 and making it illegal to dump pollutants into waters by 1985. This improved the water quality of lakes and streams by 1990.



THE SAFE DRINKING WATER ACT:

This was first enacted in 1974 and directed the EPA to establish safe drinking water standards. The EPA created a maximum allowable concentration of certain chemical and microbial contents in drinking water. This improved human health and decreased the risk of spreading diseases through water.

TIP:

National Geographic magazines provide top quality images that revolve around the environment.

ACTIVITY: NATURE MURALS

After learning about Earth Day, create a nature mural to reflect your perspective on the earth. A mural can convey a feeling, interest, community message, etc.

What is the story you want to convey about nature when making your mural? Be creative! Each one will be unique to the person who made it.

- Step 1: Look through a magazine. Rip up or cut out images and words that stand out to you.
- Step 2: Create a design by gluing the images on a piece of paper.
- Step 3: Share your mural with a partner or the class, and talk to them about the message or theme that inspired you.



EARTH DAY JEOPARDY

Now that you've brushed up on Earth Day knowledge, it's time to put it to the test! Split students into two groups, and then follow the directions on the link provided to play Jeopardy!

Use this link:

<https://www.playfactile.com/earthdaycampfiremn/play>

CONNECTING WITH QUESTIONS

- What do you already know about Earth Day?
- What are three things you learned about Earth Day during this lesson?
- In what way would you like to celebrate Earth Day?

ADDITIONAL RESOURCES

<https://www.earthday.org/history>

<https://pubs.aeaweb.org/doi/pdfplus/10.1257/0895330027148>

SURVEY FEEDBACK

Take a short survey at: campfiremn.org/mynatureconnection

Or here: Kids Survey - [click here](#) | Teachers/Parents Survey - [click here](#)

EDUCATION STANDARDS

Social Emotional Learning Competency:

Grade Level

Science Education Standard

Grade K

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

5.1.3.2.1 Describe how science and engineering influence and are influenced by local traditions and beliefs.

Grade 6

6.1.2.1.4 Explain the importance of learning from past failures, in order to inform future designs of similar products or systems.

Grade 7

7.1.1.2.4 Evaluate explanations proposed by others by examining and comparing evidence, identifying faulty reasoning, and suggesting alternative explanations.

Grade 8

8.1.3.3.1 Explain how scientific laws and engineering principles, as well as economic, political, social, and ethical expectations, must be taken into account in designing engineering solutions or conducting scientific investigations.

Grades 9-12

9.1.3.1.3 Describe how positive and/or negative feedback occur in systems.