



# Environmental Character Education



## Curriculum Resources

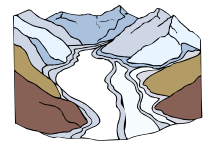
### Respect

### Middle School - January, 2007

**Respect** is defined as showing consideration, understanding, and regard for people, places and things. To quote Ralph Waldo Emerson, "Men are respectable only as they respect." In other words, if you show respect, then you will gain respect. Relating to the environment, we should all show respect to the health of our planet. Each of us are visitors here and we should respect Mother Earth. Be sure to show respect to animals, plants, and the environment by showing consideration, understanding, and high regard to all that share the planet with us.

#### Activity 1: Glaciers and Global Warming

Sadly, most glaciers around the world have retreated at unprecedented rates over the last century. Some ice caps, glaciers, and even an ice shelf have disappeared and others are retreating so rapidly that they may vanish within decades. Many scientist attribute this retreat to the Industrial Revolution; the burning of fossil fuels releases greenhouse gases into our atmosphere, which act like a blanket and prevent the heat from escaping into space. People are clearly disrespecting the environment as evidenced in photographs of glaciers from several decades ago versus today. The pictures are staggering and clearly show that something is altering our planet's temperature; that something is global warming.



For this activity, the teacher should assign each student a glacier. If you prefer, assign an area of the world where glaciers exist, such as India, Canada, or Argentina, and have the student choose a glacier in that region. For a list of glaciers, visit [http://nsidc.org/data/glacier\\_inventory](http://nsidc.org/data/glacier_inventory) or research glaciers in the library.

Have each student write a brief report on the status of the glacier. The students can use encyclopedias, books, or the internet to research the glacier. If available, have them include a printout of the glacier retraction. Reports should describe the location of the glacier within the country, type of glacier (alpine, continental, valley, plateau, tidewater, etcetera), interesting history (who it is named for) and size of the glacier. The report should include any status information about the glacier's retraction. The students should also mention if the retraction of the glacier has affected tourism or the environment in that area.

Have each student read his/her report to the class and pinpoint the location on a map of the earth. If pictures are available, pass them around the class to help show the significance of the situation. When all reports are read, have the students walk up to the world map to see just how many glaciers are slowly retreating.

*Sunshine State Standards: SC.D.2.3, SC.G.2.3*  
Source: [http://nsidc.org/sotc/glacier\\_balance.html](http://nsidc.org/sotc/glacier_balance.html)

## ANNOUNCING THE 2007 POSTER CONTEST

Open to Elementary & Middle School Students

Grand Prize: Family 4-pack of passes to local attraction

**Deadline: April 6, 2007**

For contest rules, visit our web site at [www.broward.org/kids/environment.htm](http://www.broward.org/kids/environment.htm)  
or e-mail [airoutreach@broward.org](mailto:airoutreach@broward.org).

If you have any questions regarding these activities or have any comments, call 954-519-1220 or e-mail [airoutreach@broward.org](mailto:airoutreach@broward.org). You can also visit our web site at [www.broward.org/kids](http://www.broward.org/kids) and click on the Environmental Kids Club button.

**Activity 2: It's Poetry Time!***Sunshine State Standards: LA.C.3.3*

Brainstorm with students about things found in nature and begin a chart with their ideas. Tell students they will be going outside the school to observe nature (any natural setting will work). They will have five minutes to simply observe nature. Have them bring journals, paper, or a notebook and a pencil. Inform them that there will be no talking during that time. The teacher should set a timer and maintain silence until it goes off. They are to use their senses of sight, hearing, smell and touch, but not taste. At the end of five minutes, the timer should then be set for ten minutes. Silence will again be observed. During this ten-minute silence, students and teacher will write phrases or words that come to their minds, for example: "leaves rustle," or "a gentle breeze." When the ten minutes are up, go back inside the building. Once again, have students share their observations and add them to the chart.

Read the following poetry information to the students, including the examples. When finished, divide the class into three groups. Each group will be assigned to write a haiku, limerick, or quatrain rhyming poem with an environmental theme. They can use examples from the chart or come up with their own unique theme. Each type of poem is explained below. When completed, ask each student to present the class with their select poem. Grade each poem on originality and relevance to the theme of respecting nature and the environment. As homework, or as a class activity, have the students write the other two types of poems. Have the students research poems written with environmental themes and have them recite their favorite poem to the class. Some authors/poets are Walt Whitman, Henry David Thoreau, etc.

**Haiku:** Haiku is Japanese poetry that reflects on nature and feelings. You use your observation skills to write what you see in a new or different way. There are three lines consisting of five syllables in the first line, seven syllables in the second, and five syllables in the third.

Example (author unknown):

Gentle waterfall,  
Tripping over rocks and stones,  
Creating beauty.

**Limerick:** A limerick has five lines, and is often humorous or silly. The last words of lines one, two, and five rhyme, while the last words of lines three and four rhyme.

Example (author unknown):

"There was an old man from Peru  
Who dreamed he was eating his shoe  
He awoke in the night  
With a terrible fright  
To discover it was totally true."

**Quatrains:** Quatrains are verses of poetry made up of four lines. The rhyming pattern can be AABB or ABAB.

Example: "The Purple Cow" by Gelett Burgess

I never saw a purple cow,  
I never hope to see one:  
But I can tell you, anyhow,  
I'd rather see than be one.

Sources:

[www.smith.edu/fceas/curriculum/girard.htm](http://www.smith.edu/fceas/curriculum/girard.htm)

[www.kathimitchell.com/poemtypes.html](http://www.kathimitchell.com/poemtypes.html)

[www.promotega.org/msc00010/haiku.htm](http://www.promotega.org/msc00010/haiku.htm)



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**Dates to Remember:**

- January 11 is **Aldo Leopold Day** --

*"We abuse land because we regard it as a commodity belonging to us. When we see land as a community to which we belong, we may begin to use it with love and respect."* -- **Aldo Leopold**

- January 19 is **Florida Arbor Day** --

Show respect to the environment by planting a Florida native tree. For more information, visit [www.broward.org/naturescape](http://www.broward.org/naturescape) and click on the Native Plant Search button.

- January 29 is **Edward Abbey Day** --

*"Wilderness is not a luxury but a necessity of the human spirit."*  
-- **Edward Abbey**