



Grade Level: **Grade 5**

Title:

Ecology: Caring for the Earth & Caring for God's Creation

Denomination: **Catholic**

Lesson ID: **ES-G5-02-CA**

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Note: Web sites referenced in this lesson were valid at time of publication.

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EARTH SCIENCE – GRADE 5 – CATHOLIC

LESSON TITLE: Ecology: Caring for the Earth & Caring for God's Creation

SCIENCE LESSON CONCEPT

- Recycle, Reuse, Reduce

GOAL OF SCIENCE LESSON

- Students will understand the need for recycling, reducing, and reusing.
- Students will learn that wise use of our resources is important in protecting and conserving our environment.

OUTCOME EXPECTED

- Students will become aware of the importance of protecting the environment for future generations.

RELIGION LESSON CONCEPT

- Caring for God's creation

GOAL OF RELIGION LESSON

- Students will learn that taking care of the earth is a requirement of our faith.
- Students will discuss ethical repercussions of our failure to protect God's people and our planet.

OUTCOME EXPECTED

- Students will become aware of their responsibilities towards God's creation.

MATERIALS NEEDED

- Science Journal page: Recycle, Reuse, Reduce
- Computer for internet access
- Pen or pencil
- Paper
- The book “Lorax” by Dr. Seuss (see Science Links section)
- List of web sites students may use for research project

SCIENCE METHODOLOGY

- **ASK:** What are some of our natural resources?
- **RECORD** students’ replies on board.
- **HAVE** students copy list on Science Journal page: Recycle, Reuse, and Reduce under the heading Natural Resources.
- **ASK:** Why are these natural resources important?
- **RECORD** on Board and on Science Journal page.
- **READ** the book “The Lorax” by Dr. Seuss. (see Science Links section)
- **ASK:** How does this book relate to stewardship – caring

MATERIALS NEEDED

- Chart of themes of Essential principles of Catholic Social Teaching
- Photos showing the aftermath of natural and man-made disasters: hurricanes, flooding, rainforest clearing, tornado damage, oil spills, and earthquakes
- Writing paper
- Pen or pencil

RELIGION METHODOLOGY

- **SAY:** We must be good stewards of God’s creation.
- **SHOW** the chart of Essential Principles of Catholic Social Teaching. (see Religion Links section)
- **POINT OUT** the ones that indicate taking care of God’s creation.
- **SAY:** If we don’t accept our role as caretakers, we will be left with moral and ethical repercussions.
- **ASK:** What does the word moral mean?
- **ASK:** What does the word ethical mean?
- **ASK:** What are repercussions?

for our environment? (the Lorax chooses not to preserve)

- **CREATE** groups and have each group research one of the following areas:
 - ~water conservation
 - ~electrical use in your area
 - ~recycling of paper
 - ~recycling of plastics
 - ~electronic trash – computers, cell phones, iPods, etc.
- **DISTRIBUTE** detailed instructions on how the research is to be gathered, how it is to be recorded, specific information about what the research is to cover, what methods of presentation are acceptable, and the timetable for completion. (see Science Links section)
- **DISTRIBUTE** the list of web sites acceptable.
- **ALLOW** time for the research groups to gather information and prepare their presentations.
- **STUDENT GROUPS** give presentation.
- **STUDENTS** take notes on each group's information.
- **DISCUSS** the information gathered by the groups.
- **RECORD** 3 - 5 major ideas from each topic.
- **HAVE** students record major ideas on Science Journal page.

- **BRAINSTORMING:** find examples of repercussions. For example: If you have a dog and you leave the gate open, your dog could get out.
- **BRAINSTORMING:** Find examples of what repercussions could result by unwise stewardship of God's creation. For example: If you leave a field with no crops, the wind could blow away the topsoil.
- **SAY:** Some disasters are caused by nature: earthquakes, tornados, floods, hurricanes, and forest fires.
- **SHOW** pictures of the aftermath of earthquakes, tornados, floods, hurricanes, and forest fires.
- **ASK:** What steps would wise stewards take to minimize the damage caused by these natural disasters? (build sturdy buildings, don't build in flood plains, be prepared to house, clothe, and feed people after such a disaster)
- **SAY:** Some disasters are man-made. These might be oil spills, broken down or poorly maintained levees, over-cutting of the rainforest, strip mining for coal and other minerals without reclaiming the land, killing animals for a small part of their body – elephant tusk, rhino horn.
- **SHOW** pictures of oil spills, over-cutting the rainforest, strip mining, erosion, floods, elephant killed only for tusk or rhino killed only for its horn.
- **ASK:** What steps would wise stewards take to prevent or minimize the damage caused by man-made disasters?

- **ASK:** From what we have learned, why is it important that we recycle, reuse, and reduce the consumption of our resources?
- **HAVE** students record answers on the Science Journal page.
- **POSIT:** We must protect and conserve our natural resources through Recycling, Reusing, and Reducing.

(inspect all oil drilling sites regularly, have tested plans for clean-up of oil spills made and approved, insist on well-maintained levees to prevent flooding, limit the importation of rainforest woods and plants and things made from them, no products made from threatened species allowed)

- **ASK:** What are our needs? (food, water, clothing, shelter)
- **ASK:** What are our wants? (better food, more to drink, fancier clothing, and houses that provide more than shelter, air-conditioning, central heating, cars, airplanes)
- **ASK:** Do most of us have just our needs met? (no, we have many of our wants met too)
- **ASK:** When disasters occur, how can we help people affected by them?
- **RECORD** answers.
- **SAY:** We are one human family. In a show of solidarity, we must love our neighbor and God's creation no matter where they might be.
- **ASK:** What does solidarity mean?
- **ASSIGNMENT FOR EVALUATION:** Each student has a crusade. Students create their own service project and report on what they did and how they felt.
- **ALLOT** time for the projects to be planned and

accomplished.

- **STUDENTS** make a report to the class on their project.
- **POSIT:** God made humankind the caretakers of His creation. When we are good stewards we protect and conserve our resources. We care for those people injured or harmed by disasters.

SCIENCE LINKS

www.swa.org/pdf/5th_grade_pre_post_lesson_plans.pdf
PDF] [5th Grade lessons plans](#)

File Format: PDF/Adobe Acrobat

Grade 5. SWA Classroom Presentation Pre Lesson Plan.

Objectives: 1. Students will gain an understanding of the environmental benefits of *recycling*. ...

www.kids.niehs.nih.gov/recycle.htm
[NIEHS Kids Page -- Recycling!](#)

Kids Page Fun with *Recycling* -- presented by the National Institute of Environmental Health Sciences as a means of introducing kids to science and research ...

www.teachervision.fen.com
[Recycling Crossword Puzzle Printable \(2nd - 5th Grade ...](#)

This crossword puzzle, which uses common *recycling* words, is a great supplement to a unit on Earth Day or global warming. Print out the worksheet and test ...

RELIGION LINKS

www.gogreencleankc.com/index.php?/Recycle-for-Kids
Grow Green and Recycle: For more information on this program, please visit the Catholic Charities website. Green Clean is donating 38% of the proceeds from its recycling program to ...

www.suite101.com/.../teaching-kids-to-protect-the-earth

CCD Classroom activities can teach children how to care for the earth that God gave them.

www.sciencekids.co.nz/pictures/disasters.html

Get a real life perspective on just how dramatic disasters can be with this big range of disaster pictures. There are photos of everything from...

www.chicagotribune.com/news/nationworld/sns-special

A look back at the world's worst man-made environmental disasters.

KEY WORDS

- NATURAL RESOURCES
- RECYCLE
- REUSE
- REDUCE

KEY WORDS

- STEWARDS
- REPERCUSSION
- SOLIDARITY
- CRUSADE
- MORAL
- ETHICAL
- NATURAL DISASTER
- MAN-MADE DISASTER