



## **Limited Resources**

### **Understanding Our Cultural Resources**

**Subject Area:** Science, History, English/High School

**Skills:** Independent research, drawing parallels, writing

**Strategies:** Comparing two different topics (preserving natural resources and preserving cultural resources) to help develop persuasive arguments that bridge the two content areas.

**Time:** Independent research, over 1 week

#### **Objectives:**

##### **Earth Science**

ES.7

The student will investigate and understand the differences between renewable and nonrenewable resources. Key concepts include

- a) fossil fuels, minerals, rocks, water, and vegetation;
- b) advantages and disadvantages of various energy sources;
- c) resources found in Virginia;
- d) making informed judgments related to resource use and its effects on Earth systems; and
- e) environmental costs and benefits.

##### **Writing**

9.6

The student will develop narrative, expository, and informational writings to inform, explain, analyze, or entertain.

- a) Generate, gather, and organize ideas for writing.
- b) Plan and organize writing to address a specific audience and purpose.
- c) Communicate clearly the purpose of the writing.
- d) Write clear, varied sentences.
- e) Use specific vocabulary and information.
- f) Arrange paragraphs into a logical progression.
- g) Revise writing for clarity.
- h) Proofread and prepare final product for intended audience and purpose.

9.7

The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

- a) Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective.
- b) Use parallel structures across sentences and paragraphs.
- c) Use appositives, main clauses, and subordinate clauses.
- d) Use commas and semicolons to distinguish and divide main and subordinate clauses.

## Research

- 9.8 The student will credit the sources of both quoted and paraphrased ideas.
- Define the meaning and consequences of plagiarism.
  - Distinguish one's own ideas from information created or discovered by others.
  - Use a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), for citing sources.

## Reading analysis

- 10.4 The student will read and interpret informational materials.
- Analyze and apply the information contained in warranties, contracts, job descriptions, technical descriptions, and other informational sources, including labels, warnings, manuals, directions, applications, and forms, to complete specific tasks.
  - Skim manuals or informational sources to locate information.
  - Compare and contrast product information contained in advertisements with that found in instruction manuals and warranties.

## World History

- WHII.1 The student will improve skills in historical research and geographical analysis by
- identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in world history since 1500 A.D.;

## Procedure:

Have the students research two issues using a variety of sources. Use published sources, news accounts and information on the web. The first issue should be about protecting endangered species, the second about the protection of our cultural resources. Find an archaeological site, for example Jamestown Rediscovery and familiarize students with the idea of protecting and managing cultural resources.

Some of the following topics should help:

Cultural resource management

Archaeological ethics

Current events can include the war-time destruction of archaeological collections in Iraq.

Historic preservation

Students should be prepared to find varying opinions about these topics and their importance to our society. Have the students write a position paper on the subject:

***Are cultural resources as important to protect as our natural resources?  
Why or why not?***