

# NEWSPAPERS IN EDUCATION

## Activities

### **Activity Set Three:**

#### Clean Planet/ Dirty Planet

Inspiring stewardship to maintain a healthy aquatic environment can be achieved by showing the damaging effects of an unhealthy polluted environment. This activity will stimulate discussion of what constitutes a healthy environment for all species that are dependent upon water for their survival.

The Clean Water Act of 1972 is the principal federal statute protecting navigable waters and adjoining shorelines from pollution.

#### **GET AN INTRODUCTION TO THE CLEAN WATER ACT:**

<http://www.epa.gov/watertrain/cwa/>

<http://www4.law.cornell.edu/uscode/33/1251.html>

#### **Key Provisions:**

- It is the national policy that the discharge of toxic pollutants in toxic amounts be prohibited.
- It is the national goal that wherever attainable, an interim goal of water quality which provides for the protection and propagation of fish, shellfish, and wildlife and provides for recreation in and on the water be achieved.
- It is the national policy that Federal financial assistance be provided to construct publicly owned waste treatment works.
- It is the national policy that area-wide waste treatment management planning processes be developed and implemented to assure adequate control of sources of pollutants in each State.
- It is the national policy that a major research and demonstration effort be made to develop technology necessary to eliminate the discharge of pollutants into the navigable waters, waters of the contiguous zone, and the oceans.



### Activity Set Three:

#### A. Clean Planet/Dirty Planet Collage

This activity will help students understand why we have laws to protect our precious water system, and the species that are dependent upon water for life.

#### This activity supports the following Science Content

**Standards: Grade K:** Life Sciences 2.a; Earth Sciences: 3.a.,c.; Investigation and Experimentation: 4.b., d., e.; **Grade 1:** 2.a., b., c.; Investigation and Experimentation: 4.a, b.; **Grade 3:** 3.b., c., d.; Investigation and Experimentation: 5.e.; **Grade 4:** Life Sciences: 3.a., b.; Earth Sciences: 5.c.; **Grade 5:** Investigation and Experimentation: 6.a., b.

- a. Divide a piece of 8-1/2" x 11" construction paper into two equal sections.
- b. Cut out pictures from the newspaper that represent a clean environment, e.g. trees, skies, birds, clean streets
- c. Cut out pictures that represent a dirty environment, e.g. cluttered streets, traffic jams.
- d. Create two opposing collages to contrast the difference between living on a clean or dirty planet.
- e. Have students write an essay about the life of a person on each planet. What would their life be like? Will they have enough food, water? What would they talk about with each other?
- f. Have students write an essay about how animals would survive on a polluted planet.
- g. What would happen if there was limited drinking water?

