

**Lesson Plan:** Natural Resource Solutions Research Project

**Grade Level:** 5th Grade

**Subject:** Science/ English Language Arts

**Time:** 5- 60 minute sessions

**Standards:**

5L.4.1.2 Students will be able to argue from evidence to justify the best solution to a problem or to compare and evaluate competing designs, ideas, or methods.

5.6.7.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**Objective:** To identify and explain a problem and a solution to an environmental problem in Minnesota's history by researching and creating a presentation.

**Assessment:**

**Rubric:**

4- Standards are exceeded

3- Standards are met

2- Standards are partially met

1- Standards are not met

**Materials:** Internet access and/or printed material about Minnesota's history of natural resources, Google Slides, materials to take notes

**Procedure:**

Day 1: Start by showing students the following video, [Boardwalks to Bike Paths](#). Have students take notes on specific problems/solutions that were discussed in this video.

Discussion Questions:

What were some problems that this video discussed? What were some of the solutions? Why do you think it is important to protect our natural resources in Minnesota?

Day 2: With a partner, students will brainstorm a list of problems they remember from the video and do some research about other environmental problems our state has faced. After giving partners time to come up with a list, make a class list of all of the topics that were discussed. Each group of students will pick one problem to research and create a presentation together.

Demonstrate coming up with key words/phrases to search and find reputable sources online. Have partners do the same. When each group has at least 3 different sources, have them write down their sources in their notes.

Students should come up with at least 5 topic sentences using the words; who, what, when, where, why, how, etc.

Day 3-5: Partners use their generated questions to research and organize their notes. When all research and editing is complete they will type their information into Google Slides. Students will then present their information to their peers.

\*Scaffold as necessary- set parameters for final presentation based on ability levels.