

# Cultural Lit. 10: Identifying Natural Resources

## Summary

Students will be able to identify natural resources within SE Utah and the Four-Corners-regional environment, that provide for community development, after receiving direct instruction and carrying out activities in cooperative group settings, in 1-2 class periods.

## Time Frame

2 class periods of 60 minutes each

## Materials

Recommended: Marzano, Pickering, and Pollock. 2001. *Classroom Instruction that Works*. Alexandria, Virginia: Association for Supervision and Curriculum Development.  
See chapter 2 for ideas on graphic organizers.

1. Graphic organizer
2. Paper, pencil

## Background for Teachers

### **Guarded Vocabulary:**

Resource, natural resource, produce, goods, services, material.

## Intended Learning Outcomes

Students need to be able to identify natural resources within SE Utah and the Four-Corners-regional environment, that provide for community development.

## Instructional Procedures

### **Introduce lesson to capture student's attention:**

[Economic definition of "resource" is: anything used to produce goods or services. "Natural resource" is: any material produced by nature that can be used to produce goods or provide services.]

Teacher takes students outside and asks if anyone knows what a "natural resource" is and discusses the definition of "resource" and "natural resource." Teacher asks students to look around outside and identify as many natural resources as they can see. Teacher takes notes and writes the student answers.

### **Problem/Prediction:**

How can you get the students really thinking?

Back in the classroom teacher will write brainstorming answers from outside on the board, a projection device or a flipchart. Teacher will continue conversation regarding natural resources and ask students to name all the natural resources they can think of within SE Utah and the Four-Corners-region.

### **Teacher Instruction:**

Teacher refers to the listed natural resources and asks students what goods are produced from the raw materials. Teacher will write the goods pertaining to natural resources on board, projection device or flipchart, and organize information using a graphic organizer.

**How will you end your lesson?**

Students show and share their graphic organizers across cooperative groups.

Strategies for Diverse Learners**How will you help ELL students?****Guided Practice:**

Teacher is circulating to each group and asking questions to check for comprehension of vocabulary and concept.

Extensions

With students working in cooperative groupings of two to assist each other if necessary, and using graphic organizers, students will copy names of natural resources and the corresponding goods onto organizer.

Assessment Plan

Observation of student participation, completed graphic organizer.

Authors

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