

Fall Classroom Connection

Title: *Our Natural Resource Inventory*

Duration: 85 minutes

Objectives:

- Students will consider how people living in this region hundreds of years ago used natural resources in their daily lives.
- Students will observe what natural resources are available on their campus or in their neighborhood.

Materials:

- Natural Resource Inventory worksheet

Key Terms:

- **Natural resources:** Materials or substances supplied by nature (such as forests, water, fertile land, or mineral deposits) that can be used for industrial or economic purposes.
- **Inventory:** A complete list of items that can be found in a particular place (such as all of the contents of a storage closet).

PROCEDURE

Introduction (20 minutes): Ask students (in pairs or in small groups) to generate a list of the basic things that people need to survive (e.g. food, water, clothing, shelter). Then, facilitate a discussion about where/how people get those things today (e.g. we get food from a grocery store, we have running water supplied by the town, we can buy clothes at a store, we can rent an apartment or hire someone to build us a home, etc.). Invite students to imagine (or share what they already know about) how human beings secured these resources hundreds of years ago.

After sharing out, clarify that for most of human history, people were reliant on **natural resources**. Define this term.

Natural Resource Inventory (40 minutes): Distribute the Natural Resource Inventory worksheet. Explain to students that they're going to do an **inventory** (define term) of **natural resources** on their

campus or in their school's neighborhood. Give a few examples and non-examples of natural resources (e.g. fresh water is a natural resource; cars are a man-made resource).

Set expectations for how students will conduct the inventory (e.g. will you stay together as a group or can they move around individually, in pairs, etc.?).

Take students on a walk around your campus or, if possible, the neighborhood where your school is located. Encourage them to notice which parts of their environment are natural (e.g. trees) and which have been created by human activity (e.g. sidewalks).

Share Out (20 minutes): After the walk, ask students if they noticed anything about their campus or neighborhood that they had not noticed before. Then, create a t-chart (either collectively on the board or in small groups) that captures the natural resources students observed and ways those resources could have been used by Native Americans to create and sustain thriving communities in the region we now call Connecticut.

Closing (5 min): Remind students that although our modern world offers many man-made resources that help us live our lives today, we still rely on the natural world for resources like fresh water, clean air, and soil.

Name(s): _____

NATURAL RESOURCE INVENTORY

Natural Resource	Possible Use #1	Possible Use #2
Ex. Squirrel	Meat used for food	Fur used for hat