



# Maggie's Activity Pack

Name \_\_\_\_\_

Date \_\_\_\_\_



## How Much Is Enough?



1 Everyone needs clean water and food from the land. Too often we forget that nature is  
2 really the source of all life. What we get from the store or tap is only the last step. The first step  
3 begins with nature. As our population grows and our use of land and water increases,  
4 scientists, planners, conservationists, farmers, and government officials are asking an  
5 important question. How much land do we need to preserve? Land in the United States is  
6 measured in acres. But it is not always just about how much land is needed for conservation.  
7 Many times we need to look at where it is and how it is connected to other green or open  
8 spaces.

9 We now understand that we need to set aside land that supports many people. We  
10 need to think about the big watersheds that provide us water, food, transportation, and many  
11 other benefits.

12 There is a new movement that understands how green spaces can protect our planet,  
13 country, state, and community. This movement is boldly saying that "Nature Needs Half." This  
14 means that when we build, we need to think about the part that should be left green. New  
15 technologies let us see this easily. Satellite images and GPS devices in cars and cell phones  
16 allow everyone to understand just how much land we are protecting. We can view how these  
17 green spaces fit into the larger landscape puzzle.

18 The U.S. state of Maryland is looking at how much land is protected, especially in the  
19 area between the capital, Washington D.C., and the largest city in Maryland, Baltimore. This is  
20 called the BW Corridor. This Corridor still has wonderful forests, birds, rivers, and open  
21 spaces. Many people can enjoy nature in these areas. They also benefit from the good health  
22 nature provides. Four Federal agencies have land in this BW Corridor. This adds up to more  
23 than 26,000 acres. The Patuxent Research Refuge, The Beltsville Agricultural Research  
24 Center, the Goddard Space Flight Center, and Fort George G. Meade have worked together to  
25 share ideas and manage the forests and open space here. In fact, this green, natural land has  
26 even been called the "Green Lungs" of Washington D.C.

27 Trees and other plants not only provide shade and habitat for birds and other wildlife,  
28 but they also take up carbon dioxide and release oxygen. These plants act as "lungs" by  
29 exchanging these gases. They are releasing oxygen into the air instead of the carbon dioxide  
30 that we release when we breathe.

31 With the "Nature Needs Half" program, our communities would be encouraged to leave  
32 forests and green spaces. This would help our air quality and improve the health of the people  
33 in these communities. In one study by the space agency, NASA, scientists found that even  
34 having plants in your home helps reduce indoor air pollution. This means cleaner air for you!  
35 As we continue to build new communities, we need to understand all of the benefits of  
36 protecting nature. We need to leave half for nature!

**Part A: Answering the Content Questions**

As you read this article, you saw that each line was numbered. Look at the questions below. Find the answer in the article. Then put only the number of the line where the answer is found.

- 1. What is the area between Baltimore, Maryland and Washington D.C. called? \_\_\_\_\_
- 2. What allows people to see how much land we are protecting? \_\_\_\_\_
- 3. What important question is being asked by scientists, planners, conservationists, and government officials? \_\_\_\_\_
- 4. What is an important phrase does a new movement offer about the importance of green spaces? \_\_\_\_\_
- 5. What can help you reduce indoor air pollution? \_\_\_\_\_
- 6. What is the green, natural land outside of Washington D.C. called? \_\_\_\_\_

**Part B: Thinking about the Science Content**

Use the facts in the article to answer these questions.

- 1. How do trees and plants keep air healthy? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 2. Why would it be especially important to be sure there are green spaces in and around big cities?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 3. Who would you want to contact about the “Nature Needs Half” program?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Dear Colleague,

This activity is really a testament to the vision of our founder, Maggie Bryant. She believes in the power of people working together in partnership. Several friends of Maggie's Earth Adventures contributed to this article, including Vance Martin of the Wild Foundation ([www.wild.org](http://www.wild.org)). We applaud him for his vision and hard work in the conservation movement. He is someone who truly works for a healthy planet so that our children and grandchildren can enjoy all that the natural world has to offer.

I also thank my many teacher advisors who ask for specific activities. I have heard from some of you that you appreciate these line number offerings as they help your children develop the habit of looking back in the text. Of course, we always hasten to include the other components of content area literacy, those all important application and evaluation skills. Science literacy has become a hallmark of our program and is a topic I see becoming more popular in academic writing. So, we thank you for your input and suggestions as we continue to bring you science (and other content area) literacy activities.

As I consider your input, I am reminded that many teachers ask about classroom management techniques. This is a topic near and dear to my heart. I firmly believe in the power of being positive with children. This correlates with Maslow's Hierarchy of Needs, a reasonable idea that the basic needs of humans such as safety, shelter, food, etc. must be met before higher order thinking can even be engaged in. The safety of our classrooms has always been important to me. News reports about bullying have reminded me that we teachers have a responsibility to create and model positive interactions in our classrooms. One way to create this atmosphere is to merely say, "I like the way (insert child's name) is sitting looking at me." This positive comment rather than yelling at a child for their poor behavior will often cause most other children to model the behavior you want to see. Research shows this is more powerful in establishing long term positive behavior than is fear. I also add that when a class is getting louder and louder, it is usually more compelling for the teacher to lower his or her voice. Whispering will get attention much sooner than will yelling. If you are having trouble with one child's behavior, find a way to make a connection. I remember one upper level student who did not respond to my techniques. I observed him interact with his peers and listened to his conversations. I soon discovered he had a parent living in another part of the country. This was a place I was familiar with, and we began communicating about this city. Before long, this student was one of my greatest supporters and among the first to follow directions. His grades improved drastically. It was because I bothered to find a connection, and I showed interest in him. I point this out as I am aware that there remain schools in the United States where corporal punishment is still practiced. Maslow would most decidedly argue that children in these schools will not learn as their basic need for feeling safe has not been met. I concur with this. In my experience, I found that praise, encouragement, and finding connections work far more effectively than the fear of the paddle. I encourage you to get involved in seeing that we educate the public about proper classroom management.

Thank you,  
Kathy

**Answer Key:**

1. 20
2. 15
3. 5
4. 13
5. 34
6. 26

Other answers will vary.

**Goals**

Students will read an article about the importance of green space in metropolitan areas. A new movement, "Nature Needs Half" is highlighted. Follow-up activities include questions designed to scaffold learning to further develop content area comprehension skills. This activity is available on the primary and intermediate levels. A companion emergent level activity is also available. The WAP correlates with Content Standard F, Science in Personal and Social Perspectives of the National Science Standards.