



Lesson Eight: YOU - The Missing Piece for Wyoming's Future

Grade Level: 3rd Grade

Time: 45-60 minutes

Essential Question: How can we be stewards of Wyoming's mineral and energy resources to benefit current and future generations?

Objective: Students will create an acrostic poem using one of the vocabulary words from the unit.

Purpose: Students identify ways they can be good stewards of Wyoming's nonrenewable and renewable energy resources.

Required Materials/Resources:

- Stewardship definition

Suggested Teacher Preparation:

- Have STEWARD written where students can see it. (See step 2.)
- Decide whether students will create the poems individually or in pairs. (See step 3.)

Standards:

Social Studies: SS5.1.1 (Practiced/Encountered)

ELA: 3.W.4 (Practiced/Encountered)

Vocabulary:

- **Efficiency** - not wasting materials or time
- **Stewardship** - As Wyoming citizens, we are stewards entrusted with the responsible development, care, and use of our resources to benefit current and future generations.

Instructional Procedure/Steps:

TEACHER NOTE:

Develop a word bank of words that are specific to the unit for students to consider using.

For example:

stewardship, oil, wind, etc.

1. Say: **“Over the last seven lessons, we have been learning about stewardship, energy resources, and Wyoming. Today, we are going to put it all together and explore how each of you understand your role as a steward of Wyoming’s energy. Let’s review again the definition of stewardship.”** Read the Stewardship definition. Ask: **“What are the nonrenewable and renewable energy resources found in Wyoming?”** *Oil, Natural Gas, Coal, Wind, Hydro, Geo-thermal, Solar.* Say: **“All of these resources generate electricity in Wyoming. Share with a partner how you can be a good steward of these nonrenewable and renewable resources.”** Give students two minutes to share with their partner then have some students share with the whole group.
2. Say: **“Some of the ideas you came up with involve the government or a large company to be effective. However, that doesn’t mean that we, as individuals, can’t take action and be stewards. Let’s take a moment to think about how you can be a steward of Wyoming’s energy. We will do this by being STEWARDS!”** *Shout or excitedly say stewards.* **“Together, let’s see if we can compile our thoughts about what it means to be a good steward by writing an acrostic poem using the word STEWARD. We can write a short statement or a word that explains how we can be good stewards of energy using a word or phrase for each letter. I’ve started this with the first letter S – Students. . . Could we add anything to that?”** *An*

example could be Students can be stewards. “Remember, your finished poem should serve as evidence of the learning that we’ve been doing in this unit.” Have the word STEWARD written vertically on the board. There are words to start each line included below, but feel free to allow the students to generate their own words for the poem.

S – Students can be stewards

T – Trusted...

E – Efficient...

W – Wyoming...

A – Aware...

R – Responsible...

D – Direction...

3. Say: **“Now, you are going to work on your own or with a partner to write your own acrostic poem that shows what you know now about being a good steward. Try and use words that we have studied in the unit.”**

Brainstorm some of the vocabulary words that have been introduced throughout the unit. Give students 10 to 20 minutes to create their poems depending on how productive students are being. Refer their attention to the sticky notes in the room, or prompt them to think back on previous lessons.

4. When time is up, say: **“We would love to hear what you have written! Is there anyone who would like to share their poem?”** Have students volunteer to share their poems.
5. When students are finished, collect the acrostic poems, and consider displaying them.

TEACHER NOTE: If there is extra time, allow students to design an illustration to display with their poem.

6. Say: **“Congratulations on the growing and learning you’ve done the last few weeks to become better stewards of Wyoming and its many energy resources! Because of you, Wyoming will be a better place for future generations.”**

Assessment: Check that students’ poems make sense and are promoting stewardship.

Credits/Sources: Not applicable