

Resource Choices Matter

Trace how conservation actions affect Earth.

S6E6 "Obtain, evaluate, and communicate information about the uses and conservation of various natural resources and how they impact the Earth."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the use of each of the three bold natural resources. Circle its conservation action, then write matching numbers 1, 2, and 3 beside each action and the Earth impact it causes.

Using Less, Protecting More

- ① **Freshwater** is a natural resource people use for drinking, cooking, and growing crops. Only a small share of Earth's water is fresh and available for people to use, so communities protect it carefully. In homes, fixing a dripping faucet conserves freshwater. This action leaves more water in rivers during dry times, helping aquatic plants and animals survive there. The link is direct: wasting less freshwater helps keep river habitats from shrinking when rainfall is low.
- ② **Forests** are natural resources that provide wood for building and for making paper. They also give many animals places to find food and shelter. Choosing paper with recycled content lowers demand for newly cut wood and conserves forests. As fewer trees need to be cut, this action reduces the loss of forest habitat. The claim is supported by the connection between using recovered paper fibers and leaving more living trees in place in the local environment.
- ③ **Copper** is a natural resource mined from Earth and used in electric wires because it carries electric current well. Old wires and electronics can contain copper that can be recovered and recycled. Recycling copper conserves this resource by reducing the need to mine new copper. This action reduces land disturbance at mining sites, where digging and moving rock can change habitats. The evidence is the direct chain from recovered copper to less new mining in the ground.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Which natural resource is used in electric wires, and what property makes it useful for that job?

2 What action conserves freshwater? What Earth impact does this action have during dry times?

3 A student claims that choosing paper with recycled content can protect animal habitats. What evidence from the passage supports this claim?

4 Which conservation action most directly reduces land disturbance at mining sites? Explain why.

3 YOUR TURN _____ Your own words

Choose one natural resource not named in the passage. Write exactly three sentences that name one use, describe one conservation action, and explain one Earth impact of that action.

PART 1 • READ AND MARK

Underline the use of each of the three bold natural resources. Circle its conservation action, then write matching numbers 1, 2, and 3 beside each action and the Earth impact it causes. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which natural resource is used in electric wires, and what property makes it useful for that job?	Copper is used in electric wires because it carries electric current well.
2	What action conserves freshwater? What Earth impact does this action have during dry times?	Fixing a dripping faucet conserves freshwater. It leaves more water in rivers, helping aquatic plants and animals survive and preventing river habitats from shrinking.
3	A student claims that choosing paper with recycled content can protect animal habitats. What evidence from the passage supports this claim?	Recycled-content paper lowers demand for newly cut wood. Fewer trees need to be cut, so less forest habitat is lost.
4	Which conservation action most directly reduces land disturbance at mining sites? Explain why.	Recycling copper does. Recovered copper reduces the need to mine new copper, so less digging and rock moving disturb land and habitats.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Iron ore is mined to make steel for bridges. Recycling steel conserves iron ore because manufacturers need less newly mined ore. Less mining can reduce land disturbance where plants and animals live.

Accept equivalent wording when students correctly connect each conservation action to the stated Earth impact. For Part 3, accept any accurate natural resource not named in the passage if all three required parts are present and logically linked.