

Visit the "Scouting with Mr. R." web site at [www.relia.net/~thedane/scouting.html](http://www.relia.net/~thedane/scouting.html)

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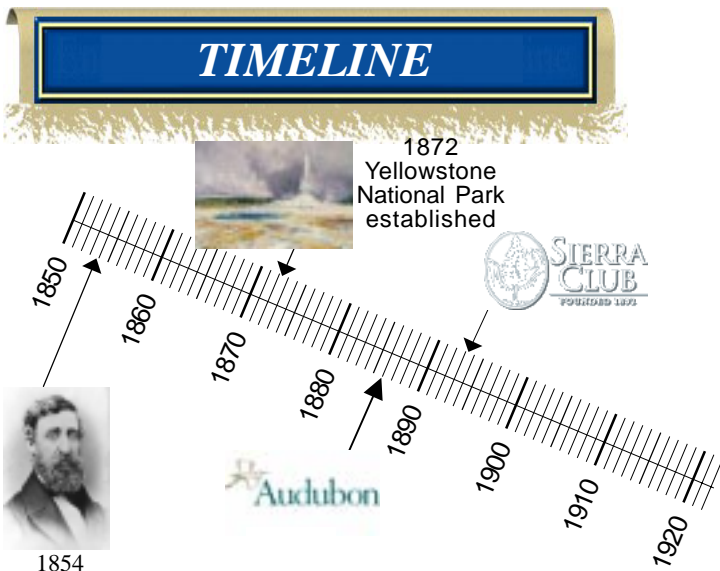
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1854  
Henry David  
Thoreau  
publishes  
*Walden*

## POSSIBLE CAREERS

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

Choose one of these careers and describe the education you would need to pursue it: \_\_\_\_\_

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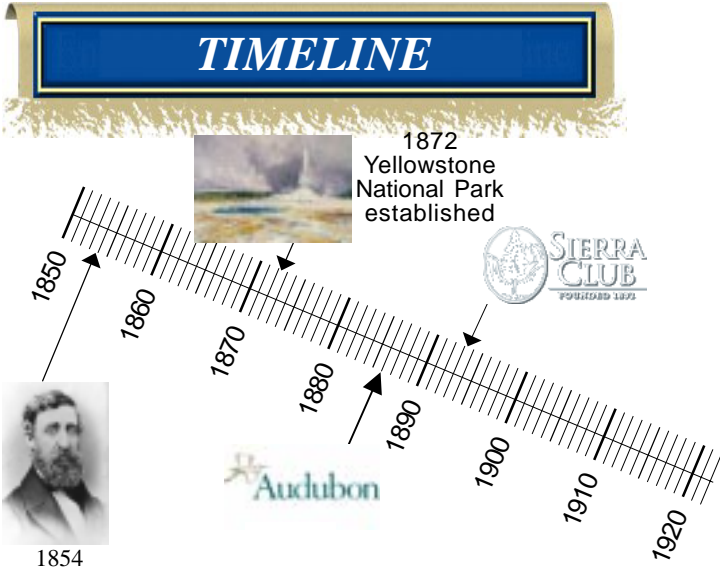
The 3 R's:

R \_\_\_\_\_

R \_\_\_\_\_

R \_\_\_\_\_

Test your recycling knowledge at the following site:  
[www.learner.org/cgi-bin/delivery/exhibits/garbage/hazardous/hhitems.html](http://www.learner.org/cgi-bin/delivery/exhibits/garbage/hazardous/hhitems.html)



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The 3 R's:

R \_\_\_\_\_

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## **DEFINITIONS**

population \_\_\_\_\_  
\_\_\_\_\_

community \_\_\_\_\_  
\_\_\_\_\_

ecosystem \_\_\_\_\_  
\_\_\_\_\_

biosphere \_\_\_\_\_  
\_\_\_\_\_

symbiosis \_\_\_\_\_  
\_\_\_\_\_

niche \_\_\_\_\_  
\_\_\_\_\_

## **IMPACT STATEMENT**

Proposed project: \_\_\_\_\_

Proposed site: \_\_\_\_\_

What impact could your project have upon the ecosystem (living or non-living)? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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What impact could your project have upon the ecosystem (living or non-living)? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





Notes for 3rd 30-minute visit: \_\_\_\_\_

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Notes for 4th 30-minute visit: \_\_\_\_\_

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## AIR POLLUTION-Acid Rain

					
pH		pH		pH	
height		height		height	
# leaves		# leaves		# leaves	
What changes?		What changes?		What changes?	
				Did any plant receive water like normal rain? # _____  Why draw the damaged areas <i>before</i> we start? _____ _____ _____	
pH		pH			
height		height			
# leaves		# leaves			
What changes?		What changes?			

Notes for 3rd 30-minute visit: \_\_\_\_\_

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Notes for 4th 30-minute visit: \_\_\_\_\_

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pH		pH		pH	
height		height		height	
# leaves		# leaves		# leaves	
What changes?		What changes?		What changes?	
				Did any plant receive water like normal rain? # _____  Why draw the damaged areas <i>before</i> we start? _____ _____ _____	
pH		pH			
height		height			
# leaves		# leaves			
What changes?		What changes?			

### **WATER POLLUTION-Oil Spills**

A) What happened when you tried to blow the oil away?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B) What cleanup method does using the string represent?

How successful was it? Why?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

C) Which materials best absorbed the oil? \_\_\_\_\_

Would this be useful in actual oil spills? Why? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

D) What happened when you added the detergent? \_\_\_\_\_

Explain why? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Notes for **1st** 30-minute visit: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Notes for **2nd** 30-minute visit: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **WATER POLLUTION-Oil Spills**

A) What happened when you tried to blow the oil away?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B) What cleanup method does using the string represent?

How successful was it? Why?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

C) Which materials best absorbed the oil? \_\_\_\_\_

Would this be useful in actual oil spills? Why? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

D) What happened when you added the detergent? \_\_\_\_\_

Explain why? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Notes for **1st** 30-minute visit: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Notes for **2nd** 30-minute visit: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## STUDY AREA (option 5b)

Pick an area to observe for at least 30 minutes each on **four** different occasions. Observe the living and nonliving parts of the ecosystem. Record notes for each observation on the following pages. Your notes should include the time of day, weather conditions, temperature, any activity you see, and any differences to the study area since your last visit. At the end of the 4 observations, compile your notes into a 100 word report.



Describe where your area is located:

## STUDY AREA (option 5b)

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Describe where your area is located:

## RECOVERY-Packaging Materials

Which materials showed signs of decomposing?

\_\_\_\_\_

\_\_\_\_\_

**B** = biodegradable

**N** = nonbiodegradable

newspaper	popcorn
foam peanuts	bubble wrap
cornstarch peanuts	

Explain differences in materials that make them:

biodegradable \_\_\_\_\_

nonbiodegradable \_\_\_\_\_

What kinds of materials would create less solid waste?

\_\_\_\_\_

\_\_\_\_\_

What other kinds of biodegradable materials could

help protect fragile items during shipping? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

# LAND POLLUTION-Soil Erosion

Draw the soil before the experiment

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(1) Regular Soil

(2) Soil w/Pollutants

(3) Soil w/grass

Draw the soil after the experiment

--	--	--

Amount Water	Darkness

Amount Water	Darkness

Amount Water	Darkness

2nd day \_\_\_\_\_

3rd day \_\_\_\_\_

4th day \_\_\_\_\_

5th day \_\_\_\_\_

6th day \_\_\_\_\_

7th day \_\_\_\_\_

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2nd day \_\_\_\_\_

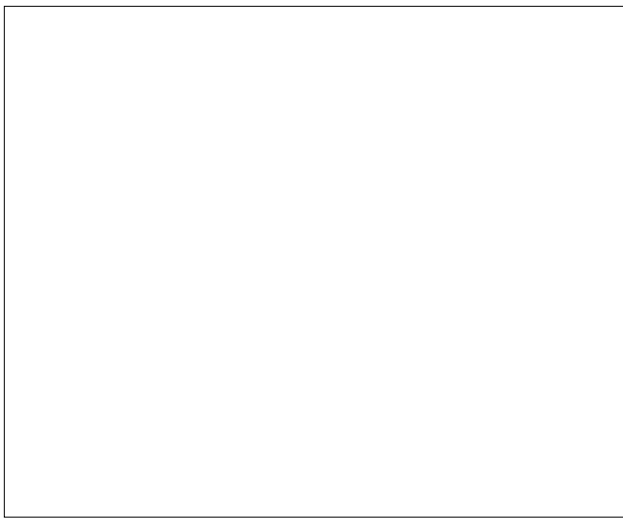
3rd day \_\_\_\_\_

4th day \_\_\_\_\_

5th day \_\_\_\_\_

6th day \_\_\_\_\_

7th day \_\_\_\_\_

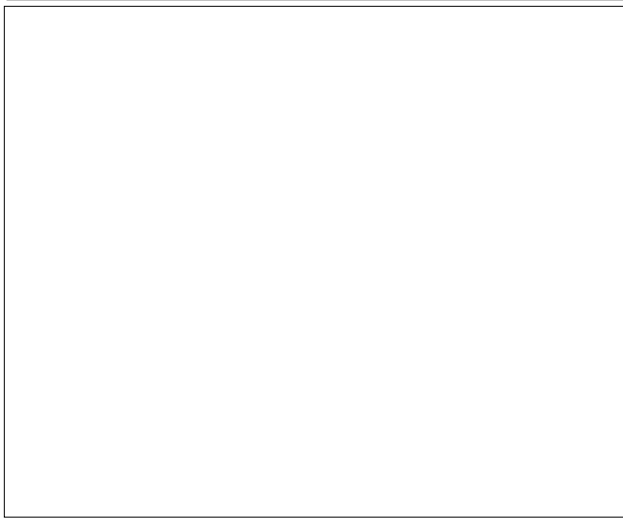


Draw a *good* picture of your endangered animal.

### **BOTTLE ECOSYSTEM**

**Observations:**

1st day \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Draw a *good* picture of your endangered animal.

### **BOTTLE ECOSYSTEM**

**Observations:**

1st day \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Was there a difference in the path the water took in each of the 3 boxes? Yes No Why? \_\_\_\_\_

What was the difference in the darkness and amount of water in each collecting pan after 3 minutes? \_\_\_\_\_

How much soil ended up in each collecting pan? \_\_\_\_\_

Which box do you think represented a landfill? \_\_\_\_\_

A coloring agent represented invisible pollutants, while the foam represented those we can see. How can we detect pollutants in real life? \_\_\_\_\_

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A coloring agent represented invisible pollutants, while the foam represented those we can see. How can we detect pollutants in real life? \_\_\_\_\_

**ENDANGERED SPECIES**

Write a 100 word report about an endangered animal from *your* state.

Lined writing area for the 100-word report.

- continue -

Lined writing area for the 100-word report.

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Write a 100 word report about an endangered animal from *your* state.

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