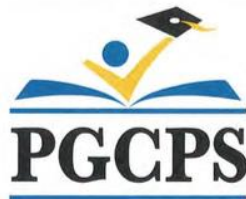


# STUDENT BOOKLET

## Social Studies Student Enrichment Booklet



**6<sup>th</sup> GRADE**



TM

Prince George's County Public Schools  
Office of Academic Programs  
Department of Curriculum and Instruction

## NOTES FOR STUDENTS AND PARENTS

Use and implementation of the activities contained in the Winter Student Enrichment Packet are optional and voluntary. The activities were selected to allow students to experience some fun with social studies over the Winter Break while simultaneously supporting practice with skills they will need to demonstrate on assessments near the end of the school year.

### DIRECTIONS

What's that bar code?



A QR code is a unique bar code that lets you instantly visit a web page from your smartphone or tablet.

- Make sure your smartphone or tablet can scan a QR code with its camera, either with an application that you download or via software that's already installed on your phone.
- Search for FREE QR Reader Apps for your smartphone or tablet in your app store.
- When you see a QR code, use your smartphone or tablet's application to scan it and access the website.

### TASK ONE: CONDUCT YOUR ENVIRONMENTAL INVESTIGATION

**GUIDING INQUIRY: How can wind energy be used in Maryland?**



1. Log onto Think Port using the web address below or scan the QR code. <http://windfarms.thinkport.org/#home.html>

#### 2. Begin the Environmental Investigation

**Research:** In this activity, you will explore how the force of wind can be used to generate energy by:

- Reviewing information about Maryland's proposed wind farm project and the science behind it;
- Studying a map of proposed locations for the wind farms; and

- Finding answers to key questions about the way wind power works, the benefits and drawbacks of using this technology, and its potential impact on Maryland's environment.

**Write:** After gathering this information, you will synthesize what you have learned to write an [informative article](#). Your article will provide a complete explanation of wind farms offshore Maryland's coast by:

- Describing how a wind turbine transforms wind energy into electrical energy;
- Identifying locations that are suitable for placing wind turbines;
- Describing the benefits of creating energy using the wind; and
- Looking at the environmental impact wind farms may have on the state

### EXTENSION ACTIVITIES



**Looking at the Maryland Offshore Wind Energy Act**  
**Use with the *Introduction***



**Directions:** Record the answers to these key questions that you find as you read the press release.

1. What is the Maryland Offshore Wind Energy Act of 2012? What did it propose?
2. How did supporters of the bill describe its benefits?
3. How can wind be used to generate power?
4. Describe wind farms. Why are they useful?
5. Why is wind considered to be a clean and renewable energy source?
6. Of all the reasons to build offshore wind farms, which scientific reasons make the most sense to you?
7. What do you think is the most compelling scientific reason NOT to build offshore wind farms?

**Investigating the Off-Shore Wind Map**  
**Use with *Map of Maryland's Proposed Wind Farm***



**Directions:** Record your responses to these questions and add details of information you would like to remember.

1. Why would the Task Force recommend that the wind farm be placed in an area 10 nautical miles off the coast?
  
2. Why would there be a need for a traffic lane?
  
3. What impact might the turbines have on the animals that make this region their home?
  
4. How might the wind farm affect fishermen who use this area?

Other information I gathered by examining the map:

**Investigating Wind Farms**  
**Use with *Continue Your Investigation***

**Directions:** Record the answers you find to these questions in the chart below. Make sure you accurately identify the places where you found the information. Include the URL for a website or the page number, title, author, and publication data for a book, for example. You will need these details to complete a bibliography for your article.

Question	Details That Can Help You Answer This Question	Places Where You Found These Details (These are your sources.)
How is the force of the wind used to produce electricity?		
What is the role of turbines and generators in the production of electricity from wind?		
What energy transformations occur as the force of the wind is converted to electrical energy?		
What are some other locations in Maryland that would geographically support electricity production through the use of wind farms?		

Question	Details That Can Help You Answer This Question	Places Where You Found These Details (These are your sources.)
<p>What are the benefits or advantages of using wind farms in Maryland?</p>		
<p>What are the environmental impacts of using wind farms in Maryland?</p>		



## How to Write Your Essay

**Introduction.** (1) Recap the event or issue (include who, what, when, and where). (2) Write one sentence that explains the controversy (3) Tell why people disagreed about the dilemma or events. (4) Write an answer to the historical question, taking care to include the name and/or author perspective.



**Supporting paragraph.** (1) Introduce your strongest reason that supports your argument. (2) Select a quote or other evidence that will convince a skeptic of your argument AND state who/where this evidence comes from. (3) Explain how your quote or evidence supports your argument. (4) Explain your judgment of (a) the author's reliability, (b) the influence of context, and/or (c) the quality of the author's facts and examples.



**Supporting paragraph.** (1) Choose another reason to support your argument. Repeat the above (2)→(4). Select a quote or other evidence- convince someone of your argument!



**Rebuttal paragraph.** (1) Choose the strongest reason, quote, or other evidence that goes against your argument, but explains the other perspective. (2) Select a quote that someone who has the opposite perspective might agree with. (3) *Rebut*, or *reject* the opposing evidence *by explaining your judgment* of (a) the author's reliability, (b) the influence of context, and/or (c) the quality of the author's facts and examples.



**Conclusion.** (1) Write your answer to the historical question by comparing the two documents and explaining why someone should choose your perspective over the other perspective. Connect your ideas to what was happening in the historical context.



