

# Haunted Cry of a Long Gone Bird

## Classroom Activity

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### Objective

To explore the complex interactions of social, economic, and ecological issues involved in developing environmental policies.

**MATERIALS** for each team: ["Eco-Web Factors" student handout \(PDF or HTML\)](#)

copy of "Dateline 2014" student handout (PDF or HTML)

**PROCEDURE** ["Eco-Web Factors" student handout \(PDF or HTML\)](#)

1. Divide the class into four groups, and provide each group a copy of the copy of "Dateline 2014" student handout.
2. Assign each group one of the four "Eco-Web Factors." Instruct each group to brainstorm a list of the positive and negative aspects of their category at the present time. Then have them list the key changes, improvements, or actions required in each area. Each group should then select a representative to present its findings to the entire class. Use the following questions to guide the discussion:
  - For the Dateline 2014 scenario to happen, what actions must take place?
  - How would fishermen, governments, consumers, oil companies, and environmentalists have to work together?
  - What are some of the major obstacles?
  - What data would you need in order to assess the effectiveness of the actions taken?

**ACTIVITY ANSWER** ["Eco-Web Factors" student handout \(PDF or HTML\)](#)

This activity can be used to focus a class discussion around the complex interactions of social, economic, and ecological issues that are involved in developing environmental policies. As each group proceeds through the activity, students will be challenged to resolve competing needs from among different interest groups or environmental forces. Their answers should include both the positive and negative effects of each factor.

### TEACHER'S GUIDE

Haunted Cry of a Long Gone Bird



Original broadcast:  
October 25, 1994

#### PROGRAM OVERVIEW

#### VIEWING IDEAS

#### CLASSROOM ACTIVITY

#### IDEAS FROM TEACHERS

*Video is not required  
for this activity.*

# Dateline 2014



Your group has been assigned to an environmental task force that is working to repair damage to the George's Bank Ecosystem. Your goals are as follows:

- By the year 2014, the waters off George's Bank will be successfully repopulated to pre-1970 levels of cod, flounder, and haddock.
- Populations of puffins, murre, razorbills, and other marine birds will be returned to pre-1950 levels.

- Oil spills and dumping will be reduced by 95%.
- Most local fishing families will still be at work.

Your team has been assigned to focus on one of the following sets of ecological or social issues. With your group, create a plan to achieve your goals.

## Eco-Web Factors:

### I Social Issues

Understanding of environmental issues  
Educational opportunity  
Economic opportunity  
Nutrition  
Population growth

### II Industrial Issues

Fishing technology  
Fishing industry interests  
Decrease in grainland, leading to protein (soy & meat) shortages  
Consumer pressure (for example, boycotts)

### III Environmental Issues

Topsoil erosion  
Oil spills  
Toxic waste and pollution  
Genetic engineering

### IV Economic Issues

Food Prices  
Agricultural Subsidies  
Tax Policy  
Enforcement Policies

## Part 1

Within your group, have each person choose one of the four items listed in your team's category and predict the positive and negative impact of that item.

### Example:

*Understanding of environmental issues*

### Impact:

- (+) Better informed consumer = better purchasing decisions
- (+) Greater understanding = more likely to share knowledge with others
- (+) Greater understanding = greater political awareness and activism
- (-) Lack of understanding = fewer opportunities for making appropriate consumer choices
- (-) Lack of understanding = more likely to be misinformed by propaganda from interest groups

## Part 2

After you have described the possible impact of the item, think about what would need to be changed in order to achieve the 2014 goals. What data would you need to collect to find out if these goals were being met?