

HOW HAVE INDUSTRY & TOURISM POSITIVELY AFFECTED SOUTH CAROLINA NATURAL RESOURCES?

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Source Comprehension & Inquiry Strategies for Our State's Future

Please THINK and develop ideas about the above question as you thoroughly read ONE of the following sources.

Source 3A:

[The Clean Water Act | SCDHEC](#)

Source 3B:

[The South's Endangered Rivers](#)

South Fork Edisto River

Source 3C:

[EPA applauds South Carolina efforts in improving water quality in the Enoree River](#)

1- Stop and think about what you're reading as you make your way through the text, especially if you don't understand something. Make notes on FIVE (5) points summarizing the article . . . *in your own words!* COMPREHENSION STRATEGY

A-

B-

C-

D-

E-

2 Record three (3) questions that you now have about the topic in the reading. What don't you understand: what fascinated you: or what do you want to know more about?

INQUIRY STRATEGY

A-

B-

C.

3- Can you visualize what is happening in the text? **DESCRIBE THE SCENE YOU SEE IN YOUR HEAD.** I see tourists enjoying a beautiful South Carolina; I see affects of industry. (i.e. reality tv? Black/white or in color?)

VISUALIZATION STRATEGY- describe what you see while reading text

4- After you have finished reading, please make at least three (3) notes below for your class debates and presentations. **Why do you agree or disagree with statements/ideas that you just read about!?**

REINFORCEMENT STRATEGY

A-

B-

C-

EXTENSION:

You will be using this assignment as a basis for your group debates. The extension project in line with the *Source Comprehension & Inquiry Strategies* is to offer you a way to present to the class your findings. Digesting the provided information is the goal of this unit. In order to fully understand the agricultural needs for our state's future, lively discussion is necessary. *Direction: Create debate groups (5 students) and present your top reason why and which agriculture related (FAS) professions would be most beneficial for our state's, and their individual futures. Then each group will participate in an overall class debate. The goal is to not "WIN", but to have an informed, lively debate. This will serve as a real-life assessment where this necessary information will be noted.*