

Wetland Ecosystem Conservation

Instructor: Sara Brassler

Workshop: World Conservation Issues

Targeted Grade Level(s): grades 9-12 (could be modified for younger students)

Content Area(s) Covered: Biology, Ecology, Environmental Science

Anticipated Duration: 1 - 50 minute class period

Rationale:

Students can read articles from the US and other countries about wetland ecosystem conservation and reflect on these issues: agreeing, disagreeing, or brainstorming a solution to the issues presented in the articles. This also allows students to see that across the world, we are facing similar conservation matters.

Objectives:

1. Students should read articles (copies or internet based) about wetland ecosystem conservation in Florida and other countries.
2. Students will summarize information found in the articles.
3. Students will reflect on the information in the articles and write their feelings – they can agree, disagree, or propose a solution.

Sunshine State Standards:

SC.G.2.4.2: Student knows that changes in a component of an ecosystem will have unpredictable effects on the entire system but that the components of the system tend to react in a way that will restore the ecosystem to its original condition.

SC.G.2.4.4: Student knows that the world ecosystems are shaped by physical factors that limit their productivity.

SC.G.2.4.5: Student understands that the amount of life any environment can support is limited and that human activities can change the flow of energy and reduce the fertility of the Earth.

SC.G.2.4.6: Student knows the ways in which humans today are placing their environmental support systems at risk

SC.D.1.4.4: Student knows that Earth's systems and organisms are the result of a long, continuous change over time.

SC.D.2.4.1: Student understands the interconnectedness of the systems on Earth and the quality of life.

Resources/Materials Needed:

1. Copy of two news articles (in print or available online – sample links below)
 - News article on wetlands conservation from another country
<http://www.fao.org/newsroom/en/news/2006/1000331/index.html>
 - News article on wetlands conservation from USA
http://www.sptimes.com/2006/06/11/news_pf/Perspective/Profit_loss.shtml
2. 2 sheets of folded notebook paper (hotdog fold)
3. Writing utensil

Procedures:

1. Have students read selected articles about wetland ecosystems. (Note: more advanced students can find their own conservation articles from multiple geographical locations or ecosystems around the world.)
2. On the left side of the folded paper have students summarize the main points presented in each article. (One article per page.)
3. On the right side of the paper, have the students reflect on the articles. How do they feel about the conservation issue presented? Do they agree or disagree? Why? What are some proposed solutions to correct this problem? Does the student feel that this is an issue that affects different places equally or should more attention be focused in one afflicted location over another? What seems to be causing the conservation issue? Is there a way to prevent it?

Informal/Formal Assessments:

1. Students will be assessed based on their ability to read, summarize, and reflect on the articles presented.
2. Students will be graded on the completion of their summaries and reflections of these articles.
3. **Students could be graded on finding useful articles related to this topic.
4. **Students could be assessed on a class discussion or think-pair-share of this information.