Curriculum Materials

Introduced Species: Harmless or Armed Invaders?

Lesson Plan

Subjects: Environmental science, life science, language arts/writing

Lesson Summary: Students will learn about exotic and native species, invasive and noninvasive-exotics, how species are introduced, and done to alleviate the problem of invasive species.

Objectives:
The students will be able to:

1. Define indigenous
2. Define exotic
3. Explain the difference between invasive and non-invasive species
4. List ways that a species can be introduced into a new ecosystem
5. Explain why invasive species are able to take over an ecosystem

Materials:
Each student will need the following:

1. Computer with internet access
2. Paper
3. Pen or pencil
4. Copy of the map of Florida with county outlines
5. Copy of the introduced species database activity
6. Copy of the introduced species writing assignment
7. Copy of the writing instruction sheet, editing form, and FCAT rubric

Teacher Preparation:

1. Print out a cop of the map of Florida, the introduced species database activity, and the introduced species writing assignment. Photocopy enough for everyone in your class.
2. Make sure the computers are ready for the students so there is no lost time. Put the Linking home page up on each computer: http://purl.fcla.edu/fcla/lfnh.
3. Make sure there are enough copies of the three components of the writing lesson. You can print out and photocopy new ones or reuse the old ones.

Procedures:

1. The students start at the "Linking" home page, click on "Curriculum Materials," click on "Introduced Species: Harmless Immigrants or Armed Invaders," and click on "Introduced Species Overview."
2. Ask them to read the background information on introduced species. (20-30 minutes)
3. When the students have finished reading, pass out the map of Florida and the introduced species database activity and ask them to complete it. (20-30 minutes)
4. Pass out the introduced species writing assignment and ask the students to complete it. (30 minutes)
5. Have the students get out the writing instruction sheet, the editing form, and the FCAT rubric. Using these forms, they should edit their OWN paper. (20-30 minutes)

Total Time estimates:
Two 50-minute class periods

Assessment suggestions:
Coming soon

Extension suggestions:
Coming soon