



Great Lakes Grief

Trip at a Glance

Students create a flyer in newspaper format for distribution at local supermarkets. With this activity's focus on an environmental concern, it gives students the opportunity to experience a community action and awareness campaign.

Destination

Students will be able to

- ✿ Name and recognize some nonindigenous species of the Great Lakes.
- ✿ Locate the origins of the nonindigenous species.
- ✿ Explain the way the nonindigenous species was introduced.
- ✿ Identify the problems concerning the introduction of nonindigenous species to an existing freshwater ecosystem.

Adventure Levels

Grades 5–12

Areas of Interest

Science and Language Arts

Locale

Classroom, with students seated at a desk or table

Length of Stay

Two weeks

Invader Background Check

The balance of nature, as we often hear, is a delicate one. Each organism has its own special niche, its own specific tolerance levels to many different environmental and human-imposed factors. Nonindigenous species invading the Great Lakes is only one of many factors that determines which species will survive in a freshwater ecosystem.



In today's society we need students and the community-at-large to be more aware of how we affect the balance of nature and weigh carefully the results of our actions and decisions. Environmental concerns can be understood by even the youngest school children. By providing them with a background of information and an opportunity to actively use the information, they will begin to develop a feeling of stewardship for their world. Doing this mini-newspaper activity will help each student develop environmental concern and hopefully become a basis for action during his or her life.

Foreign Language

Ecosystem
Exotic species
Habitat
Nonindigenous species

Amenities Provided

Nonindigenous Species List 12.1
Great Lakes Grief Rubric 12.2
Great Lakes Grief: Your Assignment 12.3

Things to Pack

Internet access
Research materials (e.g., encyclopedia, books, newspaper, journals)
Word processing or newsletter programs



Passport for Success

Students should have word-processing and research experience. Ideally, this activity should be presented in the context of a unit on biomes/ecosystems. It could also be integrated into Earth Day activities.

Itinerary

1. Make a copy of the nonindigenous species list. Cut the list up, and put into a container. Student teams can randomly pick the species they will research. Depending on the grade level, students can work in pairs or in small groups to complete the mini-newspaper on the exotic species they have been assigned to research.
2. Copy the student assignment sheet, and distribute to each student.
3. As a class go over the assignment sheet step by step.
4. Distribute rubric and review grading criteria/expectations.
5. Answer students' questions, and assign due dates for rough draft and final copy. Time allotted will vary according to grade level, time available for research, and students' word processing skills.
6. Have student teams orally present their finished product to the class at the end of the activity.
7. Distribute copies of students' newspapers to supermarkets once they have been thoroughly checked for any errors. Perhaps students could use a peer review process to proofread each other's articles.
8. Make copies to distribute at a supermarket as people check out. It is a way to educate the community as well as the students.

Travel Tips

- ✿ If budget constraints limit the number of copies, try to explore sources for donations for copying or funding for copies.
- ✿ Students may be able to locate more information if they know the species' scientific name when they begin their research.
- ✿ Since the "newspaper" flyer is intended to be distributed to the community at local supermarkets, it is very important that the final product be free of spelling and grammatical errors.

- ✿ Teacher's note: "I always receive positive feedback from community members regarding an Earth Day activity that involves decorating grocery bags for distribution at our local supermarket."

Debriefing

Use the rubric to evaluate students on the finished product and their presentations to the class.

Extending the Visit

- ✿ A field experience or invited speakers can strengthen this activity.
- ✿ Students could make informational posters to display instead of newspapers.

Places to Go

Web Sites

Great Lakes Fishery Commission Web site: <http://www.glfc.org>

Great Lakes Information Network (GLIN)

Main Web site: <http://www.great-lakes.net>

Exotic Species Web site: <http://www.great-lakes.net/envt/flora-fauna/invasive/invasive.html>

Great Lakes Sea Grant Network Web site: <http://www.seagrant.wisc.edu/greatlakes/glnetwork>

Great Lakes Sport Fishing Council Web site: <http://www.great-lakes.org>

Sea Grant Nonindigenous Species (SGNIS) Web site: <http://www.sgnis.org>

Fact Sheets and Publications

The Great Lakes: An Environmental Atlas and Resource Book

Copies may be obtained from:

Great Lakes National Program Office

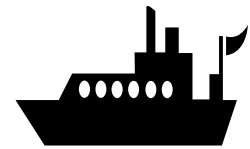
U.S. Environmental Protection Agency

77 West Jackson Blvd.

Chicago, Illinois 60604

Multimedia

Great Lakes Solution Seeker CD-ROM and activity guide. The Ohio State University. 1996.



Travel Agent

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