

Final Action Plan for the Stop Aquatic Hitchhikers! Project

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How did you incorporate this content within your curriculum? List some steps.

I teach about invasive species in my 7th grade Geography class. I teach it in conjunction with the Great Lakes unit and to help teach the Five Themes of Geography.

What venues did you use for students to present projects? How many people attended?

In-house presentation to the Middle School and parents (about a 100 or so). Best projects to the State Geography Fair (please see attached). Perhaps a 1,000 people move through there – it is held at the MN Science Museum in St. Paul.

What community partners did you collaborate with to help share these messages?

The state Geography Fair is co-sponsored by the Minnesota Alliance for Geographic Education, Macalester College, and the MN Science Museum.

At what presentation did you share this information with colleagues?

Social Studies Department Meeting. If a stipend/award is granted, there would be recognition in the alumni magazine.

When did students present their projects?

In-house – fall. State Fair is in February.

List some of the topics students chose for their projects.

Zebra Mussels, Rusty Crawfish, Sea Lamprey, Asian Carp, Spiny Water Flea, Round Goby, Eurasian Milfoil.

PROJECTS: I have developed TWO projects:

A) Trivial Pursuit game. Students research answers to key questions. Oversized question card attached. When they have done their research and homework they are able to play the game (using traditional Trivial Pursuit game rules). First to fill up their "pie" wins.

B) Research paper. (also attached). Similar questions, but in a formal research and writing format. Satisfies a school requirement for the 7th graders to be introduced to writing a research paper.

Due Due Friday, Dec. 5th. Work with a partner(s). 40 points.

Project: Invasive Species "Trivial Pursuit"

40 points total

Species that have been introduced, or moved, by human activities to a location where they do not naturally occur are termed "exotic," "nonnative," "alien," or "nonindigenous." Nonnative species are not necessarily harmful; in fact the majority have beneficial purposes. When "nonnative" species cause ecological or economic problems, they are termed "invasive" or "harmful exotic species". Minnesota's natural resources are threatened by invasive species such as the zebra mussel, Eurasian watermilfoil, purple loosestrife, gypsy moth, and garlic mustard. These species, along with new invasive species, could be easily spread within the state if citizens, businesses, and visitors don't take necessary steps to contain them.

Type up your answers onto a 1 page "trivial pursuit card" (8 ½" x 11" piece of paper).

Answer the following questions with as many sentences as it takes to answer fully (usually 1 – 6 sentences).

1. ORIGIN (Blue): Where is the invasive specie's native home? /5 points
2. MOVEMENT (Pink): How did the invasive specie get into to the Great Lakes or Great Lakes watershed? (Include the date of its "invasion") /5 points
3. NEW HOME (Yellow): Exactly where is the invasive specie new habitat? (In other words, what is its current US distribution?) /5 points
4. IMPACT (Purple): What kind of damage or impact has the invasive specie had on its new environment? /5 points
5. MANAGEMENT (Green): What measures have been or are being taken to control the invasive specie? /5 points
6. OUTLOOK (Orange): How successful have attempts been to control this invasive specie? /5 points (Provide specific statistics if available)

Also collect the following to staple to your "Trivial Pursuit card".

- 2 maps -- A) show the invasive specie's original home area and B) the area of invasion. May print out or if the map is homemade be sure to label and color it. /5 points
- 1 color picture -- that shows the invasive specie. Be sure to label the photo to explain what the viewer is looking at. /5 points

All the information you will need can be found at 8 web links listed at: /40 points
TOTAL

<http://www.cadets.com/page/362>

Origin

Movement

New Home

Impact

Management

Outlook

Where is the original home of the _____ ?

How did the _____ travel to the Great Lakes?

Exactly where is the _____ 's new habitat?

What kind of damage or impact has the _____ had on its new environment?

What measures have been or are being taken to control the _____ ?

How successful have been attempts to control the _____ ?

Origin

Movement

New Home

Impact

Management

Outlook

Answers on a separate "card"

Example:

Question Cards

Where is the original home of the Zebra Mussel ?

How did the Zebra Mussel travel to the Great Lakes?

Exactly where is the Zebra Mussel 's new habitat?

What kind of damage or impact has the Zebra Mussel had on its new environment?

What measures have been or are being taken to control the Zebra Mussel ?

How successful have been attempts to control the Zebra Mussel ?

Name: _____ / 100 points

Grading Rubric

Topic Selection / 5 points

Cover Page / 5 points

1 - 2 page research paper

COPS

C: Capitalization / 5 points

O: Overall Appearance / 5 points

P: Punctuation / 5 points

S: Spelling / 5 points

WRITER

W: Write Double Spaced / 5 points

R: Read the paper for meaning

Does every idea flow logically from the last? Does the paper have transitions throughout?

Does the paper follow the outline in a clear and understandable sequence? / 5 points

I: Interrogate yourself using the "COPS" questions

T: Take the paper to someone for help / 5 points

E: Execute a final copy

R: Reread your paper (and make changes if necessary)

Introduction and Conclusion: Does the intro grab the readers' attention? Is the main point of the paper clear? Is there a logical summary of main points given? / 5 points

MAIN RESEARCH QUESTIONS TO BE ADDRESSED

* Where is the invasive specie's native home? / 5 points

* How did the invasive specie get into the Great Lakes region? When did this happen? / 5 points

* Exactly where in the Great Lakes and US is the invasive specie's new habitat? / 5 points

* What does this plant or animal look like? How does it behave? What kind of damage or impact has the invasive specie had on its new environment? / 5 points

* What measures have been or are being taken to control the invasive specie? How successful have attempts to control this invasive specie? (Provide specific statistics if available) / 5 points

Bibliography (minimum 3 credible web sites and 1 newspaper article) / 10 points

Turnitin.com / 5 points

Map of Invasive Specie in Great Lakes region (labeled) / 5 points

Photograph of Invasive Specie (with caption) / 5 points

Minnesota State Geographers' Fair

Showcase Your Students' Geography Knowledge

Every year K-8 students bring individual, small group, or whole class projects to the Fair, where geographers evaluate their projects. Student participants receive free exhibit hall passes to the Science Museum of Minnesota for the day (OMNI passes are not included), a school participation certificate, and take part in special geography activities. The event concludes with door prize drawings for both teachers and students.

Project Guidelines

Any project with a geographic subject matter is welcome! Is your class studying Minnesota? World Regions? Map Making? Watersheds? — let your lesson plan be your guide. Do you need a topic suggestion? At previous Fairs, students have developed their projects into: dioramas, graphs & charts, electrically wired answer boards, models & maps, video presentations and much more.

Your students may bring individual, small group, or whole class projects to the Fair.

5 Easy Steps to Participate

Student Participants

Each school is permitted to bring up to twelve student representatives. If you have more than twelve students who have developed projects, we encourage you to host your own School Geographers' Fair prior to the State Fair. At the conclusion of your school's fair, determine which project(s) (and twelve students) will represent your school at the State Geographers' Fair. Those students not selected as one of the 12 participants by their school are strongly encouraged to attend the Fair and join in the fun as supporters and spectators for the day's events.

Project Displays

At Fair Check-in, schools will be given a table display location. Each school is permitted one display table. The museum provides tables for project displays and access to electrical hook-ups (when requested), but each school must bring all of their own equipment necessary for display of their project, (e.g., extension cords, computers, VCRs, easels, etc.)

Teacher/Participant Information

Fair Supporters

Many of the following donors have generously contributed over the years to our door prize drawings: The Minnesota Timberwolves, Vikings, Wild, and Twins, Lerner Books (Lerner Publishing Company), International Institute (Festival of Nations tickets), The University of Minnesota, the Mississippi River Rthe Minnesota Historical Society, the Science Museum of Minnesota and National Geographic Society.

Enter keywords...

Geographers' Fair in

Date: February 9, 2013
Location: Science Museum
Time: 9 a.m. - noon

How would you host wide Geographers' F

Learn how to host your Geographers' Fair!

Contacts

Penny Thompson-Burke
Fair Coordinator

Majja Sedzielarz
Location Coordinator
Science Museum of Minne

Anoushka Milleer
Registration Coordinator
Minnesota Alliance for
Geographic Education

SEARCH MAGE

CONTACT US

RECENT PHOTOS

Minnesota Alliance for Geographic
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Macalester College
Geography Department
1600 Grand Avenue

