

Ocean Commotion Activity: Coast Cards

Lesson Objective

Students will create oceanic and coastal "baseball cards" that highlight information about aquatic organisms (plants & animals) or man-made structures and actions that affect these environmental concerns: coastal stewardship, restoration, marine fisheries, and/or coastal land loss.

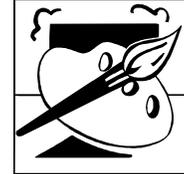
Grade Level

K-8, individual student work

Materials per student

- Copy of attached form
- Crayons, markers, other drawing media
- Magazines and books on aquatic organisms
- Optional: computer graphics software, Internet access

Share what you learn



about our coast and sea
at Ocean Commotion 2000
(see instructions on front
page of this packet.)

Procedure

1. Discuss with the students some examples of plants and animals that depend on our coastal environments for all or part of their existence. Also discuss the role humans have played in helping to correct problems that affect these topics. For example, any of the following ideas could be the subject of a Coastal Card.
 - *Coastal restoration*: cypress replanting; "Rigs to Reefs" program; vegetation for use by migratory birds and native birds such as the brown pelican, egret, song birds; migratory monarch butterflies; coastal marsh replanting projects.
 - *Stewardship*: beach sweeps; proper maintenance of boats to prevent introduction and spread of exotic species (hydrilla, zebra mussels); volunteer water quality testing.
 - *Marine fisheries*: source of jobs (commercial fish & shellfish production); sport fishing; shrimp & oysters; use of TEDs (turtle exclusion devices); shark studies.
 - *Coastal land loss*: nutria eat-outs in marshes; protection provided by barrier islands; subsidence; levee control; diversions of the Mississippi River.
2. Students will research the topic they select, including the following information:
 - Picture of the topic.
 - For organisms: environmental requirements for food, shelter, reproduction, area, etc.
 - For activities: describe how the activity is helpful or harmful to the coastal environment.
3. Students will draw a picture of the organism in the large rectangle and write their researched information below the picture.

Assessment:

Individual student work may be graded on neatness, accuracy, following directions, creativity. In small groups, students can decide how each of their organisms or human actions affect others represented by the group members. A group summary in writing or an oral presentation can present the results of the groups' discussions to the class.

LA Science Frameworks

SE-E-A3 – identifying ways in which humans have altered their environment, both in positive and negative ways, either for themselves or for other living things.

SE-E-A4 – understanding that the original sources of all material goods are natural resources and that the conserving and recycling of natural resources is a form of stewardship.

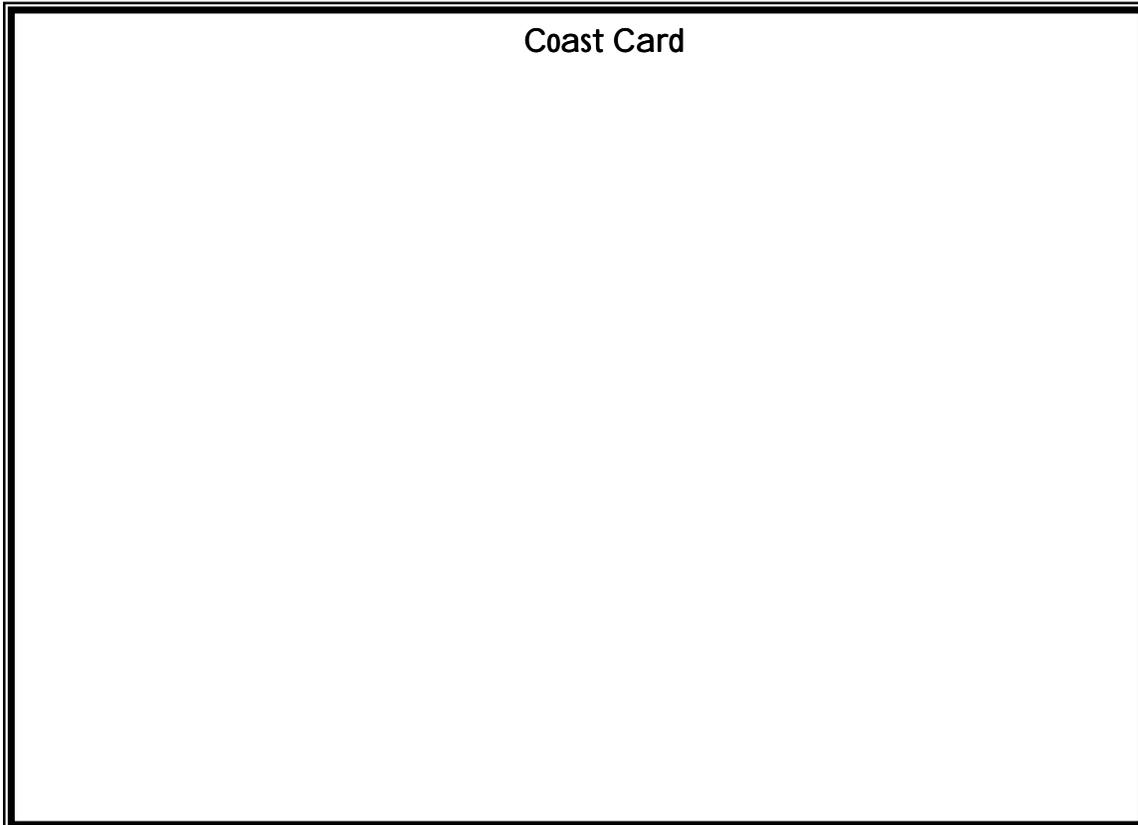
ESS-M-A8 – identifying the man-made and natural causes of coastal erosion and the steps taken to combat it.

SE-M-A4 – understanding that human actions can create risks and consequences in the environment.

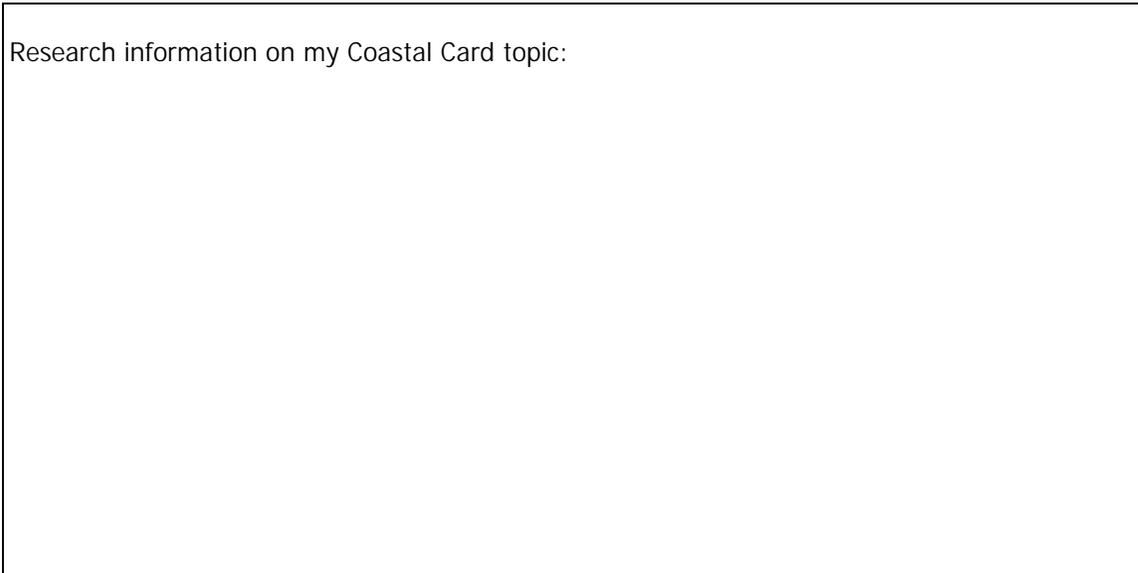
Ocean Commotion Activity: Coast Cards

___ Stewardship ___ Restoration ___ Marine Fisheries ___ Coastal Land Loss

Coast Card



Research information on my Coastal Card topic:



Student Name _____ Grade Level _____
School: _____ Teacher's Name _____

Ocean Commotion 2000: Becoming Stewards of Our Coast and Sea