



STEM CLASSROOM ACTIVITY

INVASIVE SPECIES "WANTED" POSTER

Teacher Handout



FOREWORD

ATTACK OF THE INVASIVE SPECIES



This guide is intended for science teachers who wish to incorporate real-life connections and an international focus into their students' study of Ecology. Invasive species, whether local or international, present a serious threat to an ecosystem's food webs; increased awareness and/or creative interventions need to be quickly implemented so as to preserve threatened native species. Students who wish to travel the world, whether or not they have had the opportunity to do so before, will get the chance to investigate a foreign region and assess the threat of an invasive species that has already attempted to make its home there. These lesson plans can be altered to any region of the world, based on the interest of the target student population.

MATERIALS

- Computers
- Poster Board (1 per partner pair or individual if working alone)
- Color printer, if allowing students to print pictures for poster
- Markers/Colored Pencils/Colored Sharpies
- Scissors/Glue/Tape



ABOUT THE AUTHOR

Carlie Frydman is a high school Biology teacher based out of Denver, CO. She began her teaching career at a small charter school in Boston and is now in her 3rd year at a traditional high school. She received a B.S. in Nutrition from The University of Nevada, Reno and went on to receive a M.S. in Nutritional Sciences from The University of Tennessee at Knoxville. Carlie has previously taught other biological science courses, including AP Biology, Environmental Science, and Human Nutrition.



CONTACT US

General Information

For group leaders or schools:
800-888-ACIS / info@acis.com

TIMELINE

Concepts students should learn in advance:

Species & Hybrids, Natural Selection & Speciation, Population Growth, Cladograms, Ecological Niches, Food Chains & Food Webs

DAY 1

Invasive species project introduction. Pass out outline & rubric (Student Handout, p. 1 & 2), discuss species options (Student Handout, p. 3/4- can be shown on PPT slides instead, if so preferred), and have students sign up for their species. Recommended to only allow up to 2 students/groups per species, to ensure that there will be a variety of poster types for gallery walk.

DAY 2

Computer research on species & fill out Student Handout (p. 1).

DAY 3

Computer research & begin drafting on poster.

DAY 4

Work time on poster.

DAY 5

Work time on poster. Poster layout should be completed in pencil and student/group should be moving on to coloring and decoration.

DAY 6

Final in-class touches.

DAY 7

Poster gallery walk (Student Handout, p. 5). Gallery walk can be done either before or after teacher grading.

STUDENT SIGN-UPS

Red Imported Fire Ant (China)

Water Hyacinth (China)

Cottony Cushion Scale (Ecuador)

Lime Swallowtail (Dominican Republic)

Common Raccoon (Germany)

American Mink (Iceland)

Alaskan Lupine (Iceland)

Johnson Grass (England)

Lionfish (Costa Rica)

Asian Tiger Shrimp (Costa Rica)

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