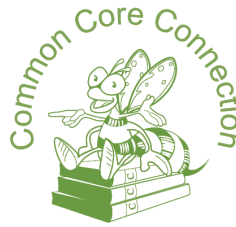


# Lesson Plan



**Note:** This lesson plan may be used with any *Natural Inquirer* monograph or article about invasive species (<http://www.naturalinquirer.org/Invasive-Species-Articles-v-143.html>).

## Time Needed:

5 class periods

## Materials (for each student or group of students):

- *Natural Inquirer* monograph or article about invasive species (<http://www.naturalinquirer.org/Invasive-Species-Articles-v-143.html>)
- Journal/notebook
- Writing utensil
- Markers, crayons or colored pencils
- Magazines
- Resources about invasive species
- Computer resources about invasive species (optional)
- Computer design programs (optional)

In this lesson plan, students learn about invasive species in their area and create brochures educating others about their characteristics.

## Methods:

### Prep

Choose one *Natural Inquirer* monograph or article focused on invasive species. Read the monograph or article fully. Acquire the art supplies needed for students to make their educational displays.

Create an example pamphlet to show students.

### Day One

Introduce *Natural Inquirer* and the concept of scientific journals. Scientists write scientific articles to share their research with the public and their colleagues in the science field. *Natural Inquirer* articles are written for students, but they are based on content directly from real scientific articles.

Provide students the monograph or article that will be read. Before students begin reading, introduce to students the idea of invasive or nonnative species. Once students have a grasp of the idea, write the definition of one or both terms on the board. Tell students that they will learn about invasive or nonnative species, then afterwards get to know what invasive or nonnative species are present in your area.

Students should read the monograph or article, and if needed, finish reading the text for homework.

### Day Two

Students should be completely finished with the monograph or article. As a class, hold a discussion about invasive and nonnative species. Ask students:

- What did you learn?
- What surprised you about these species?
- Why do you think invasive or nonnative species need to be studied?
- What questions do you have about invasive and nonnative species?

Once the class discussion has ended, explain to students that they will be researching and educating others about invasive or nonnative species in their area. For homework, ask students to do some research about invasive or nonnative species in the area where they live.

### Day Three

Form groups for students and provide students some time to share information about invasive or nonnative species in their area. If needed, share resources (i.e., books, websites, etc.) that students can access to find accurate information about area invasive species.

Remind students that their group needs to pick a species. Alternatively, if short on time, assign a species to each group.

As students research their chosen or assigned species, they should take notes in their journals/notebooks. Students need to be gathering information about the following information:

- Invasive or nonnative plant name
- Where is it native to?
- Where does it grow as an invasive species?
- What does it look like? How can people identify the species?
- How is it impacting the area where it invaded? Is it hurting other plants or animals? Is it co-existing with other plants and animals?
- What do scientists say about this invasive or nonnative species?
- What can people do to limit the spread of this invasive or nonnative species?

### **Days Four and Five**

Show students an example pamphlet. Provide students the materials needed to create the pamphlet. Groups of students should choose only one type of display to educate others about the invasive or nonnative species they have researched. The information gathered to answer the questions the day before in student journals/notebooks should be reviewed and displayed creatively.

Students will then post their pamphlet on the classroom wall, and students will have an opportunity to walk around and review what others learned about area invasive and nonnative species.

### **Extension**

Work with students to conduct a letter writing campaign to a local print and copy company to ask for donated copies of their pamphlets to provide to their families, neighbors, and other community members.