

ENGLISH

Travel to a Habitat

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TRAVEL TO A HABITAT

Summary:

Students will form groups to create a travel brochure for a particular wildlife habitat. Each group member will research and advertise the habitat from the perspective of either a) travel agent, b) a recreation director, c) an ambassador of the habitat, or c) a tour guide/historian. Students will examine the biotic factors and abiotic factors in a unique habitat and highlight the animal species that live in these areas. Each group will then present an argument for their habitat as the "best vacation spot" for visiting animals or insects.

Subject Area(s): English

Grade Level(s): 9th Grade

Lesson Duration: 5 class periods.

Recommended Reading: Gaia Girls Enter the Earth. By Lee Welles. 2006. Chelsea Green Publishing Company.

California Content Area Standards:

Reading Comprehension

- 2.1 analyze both (1) the structure and format of functional workplace documents, including format, graphics, and headers and (2) how authors use the features to achieve their purposes
- 2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.
- 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
- 2.6 demonstrate use of sophisticated learning tools by following technical direction

Writing Strategies

- 1.2. use precise language, action verbs, sensory details, appropriate modifiers, and active rather than passive voice
- 1.3 use clear research questions and coherent research methods
- 1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.
- 1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals
- 1.9 revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone, taking into consideration the audience, purpose, and formality of the context

Writing Applications

- 2.3d Write expository compositions, including analytical essays and research reports include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
- 2.4a Write persuasive compositions structure ideas and arguments in a sustained and logical fashion

Written and Oral Language Conventions

- 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
- 1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.

Listening and Speaking Strategies

- 1.5 recognize and use elements of classical speech form (introduction, first and second transitions, body, and conclusion), formulating rational arguments and applying the art of persuasion and debate□
- 1.6 Present and advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.
- 1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

Assessment: Teacher and peer assessment of student work from handouts (See Equipment and Materials section).

Learning Objectives:

1. Students will develop an awareness of three different habitat types in the coastal Monterey Bay region.
2. Students will appreciate the habitat as an area with an abundance of life that must be protected
3. This awareness will enable students to see a connection between their actions in the watershed and how it may affect them

Equipment, Materials:

- Poster paper
- Color markers
- Notebook paper
- Pen/pencil
- Computer Internet access
- PowerPoint of role examples
- Brochure examples for the models of travel brochure from Sunset magazine-travel sections.
- Map of the watersheds in Watsonville
- Handouts: Notes for Habitat Brochure, Brochure Guidelines and Rubric, Reference Requirements Handout, Presentation Feedback Forms, and Presentation Rubric

Day 1: Teacher explains that students will be splitting off into groups to create travel brochures for a specific wildlife habitat in the Monterey Bay Area. Show the PowerPoint presentation, which briefly describes each habitat and outlines the different student roles for each group (travel agent, recreation director, ambassador of the habitat, tour guide/historian). The Travel Brochure Roles handout clearly delineates each role and examples of these roles can be shown through sample travel brochures.

Explain to students that during this project they will become familiar with one of three particular habitats in the Marine Sanctuary: freshwater wetlands, beaches and dunes, or coastal waters. Place students into groups of 4 and ask each to select one of the above-mentioned roles. They will gather information about this habitat in order to convince a potential animal visitor to take a vacation at this locale.

Take a walk to the ESHAs (or any outside location) and ask the students to observe what kinds of different habitats they think exist between the high school and the ocean. Talk about the diversity of wildlife that exists in our freshwater wetlands, beaches and dunes, and coastal waters and that migratory birds rely on our wetlands for stopovers during their long trips. Human actions at home and in our community have impacted these habitats in negative and positive ways. Ask students to look around and see if they can name some negative and positive impacts to this (wetland) habitat. Ask them also to think about the ways we rely on the wetland system all the way down to the bay. Recreational uses can be a starting point.

Show a map of the watershed and how the path ultimately leads to the sea. Have them consider ways in which what we do can affect this long path of travel from wetlands to the sea.

Day 2: Students spend a day in the computer lab familiarizing themselves with their chosen habitat. Each student should utilize the Notes for Habitat Brochure to take notes and make observations from the perspective of their chosen character role while keeping in mind that the visitors they are trying to attract to their habitat destination are either animals or insects. Students should also find and save images that will apply to their section of the brochure.

Explain that each group will later come together to compile all of the information they gathered to form one brochure about their habitat. The Reference Requirements Handout will also need to be completed as they gather information from different websites for the assignment.

Day 3: Students get together in their groups briefly to discuss and plan the details for their brochures. At this time each group member should present her/his research to the rest of the group. Groups should use the Brochure Guidelines & Rubric to make sure that between all of them, every important topic will be addressed in the brochure and that there won't be any redundancies. Students should then split off and spend the rest of the class period working on the rough drafts of their write-ups. They may finalize their write-ups for homework.

Day 4: Groups will construct their travel brochures on this day. If computers are available, students may use a Microsoft Publisher template, otherwise they may model their layout according to the examples using paper, scissors and glue to assemble their final product. Each brochure should contain references.

Day 5: Groups will present their brochures to the rest of the class. Each student will be responsible for sharing her/his character's perspective and their contribution to the brochure. Peers will use the Presentation Rubric to evaluate each group. They will also complete a Presentation Feedback Form for each group.

TRAVEL BROCHURE ROLES

AMBASSADOR OF THE HABITAT

- The ambassador is the person who provides the description of the habitat and what it looks like there.
- The ambassador's description should illustrate the following:
 1. Points on a map that emphasize the location of the habitat plus the sites and features of the surrounding area.
 2. A description of the geography (where is this habitat type located), demographics (what types of organisms live there), and environmental conditions
 3. Climate, best time of year to visit, and population.
 4. What communications or interactions take place among the organisms who live there.
- This person should promote the worthwhile aspects of visiting this habitat.

TOUR GUIDE/HISTORIAN

- The tour guide/historian will be responsible for providing the history of the area. They should find about some interesting local environmental facts about this habitat type. This may include a history of wildlife residents, a history of vegetation (plant life), significant events (floods, invasions by non-native species, etc.).
- It should include the following:
 1. Description of three attractive features to a wildlife traveler. One of these should highlight the history of the area or an organism in the habitat
 2. Points on the map representing each feature and a brief description
 3. Design a tour of the habitat with several stops at points of interests and a description of what visitors might see here. Remember, your audience is an animal or insect.

RECREATIONAL DIRECTOR

Everyone likes to take a vacation full of fun things to do and the recreational director's job is to advertise what these things are to animals who might be visiting your habitat. The recreational director should identify popular places to go, fun things to do, and interesting events that take place throughout the year. Remember that not all tourists have the same interests and they will need alternatives. Some visitors may like sports, others may like interacting with other animals, taking expeditions in the air and under ground.

The recreational director should find a way to identify the following:

1. Names and descriptions of five water, land and air-related activities for animals and insects in and near the habitat
2. Any restrictions or prohibited activities in these locales due to potential harm to sensitive habitats
3. Potential dangers or other considerations to ensure a safe visit for your animals or insects.

TRAVEL AGENT

The travel agent also has a very important job. Without this person, it would not be possible to come to this destination. The travel agent should investigate and find the best ways to maneuver around this habitat in order to prevent harm or disturbance to this habitat area. Travel agents must to have knowledge of the environment in order to inform a potential visitor.

The travel agent should investigate and find the following:

1. Transportation to the destination
2. Getting around the habitat
 - scenic vistas
 - busy areas & what they offer
 - unique landmarks
3. Food options- what types, availability and where to find it
4. A nature center where one can learn about the threatened species in the area

A variety of travel packages should be offered which include different options. Not everyone has the same needs and limitations (length of visit, budget, accommodations, dining, recreation type). Try to provide many options for all traveler types.

NOTES FOR HABITAT BROCHURE

Your role: _____

<u>Questions and Pictures</u>	<u>Notes</u>	<u>Topic Sentence</u>
		<ol style="list-style-type: none">1.2.3.
<u>Summarize Information</u>		

BROCHURE GUIDELINES AND RUBRIC

1. What are the animals and characteristics of this habitat?
2. What do the animals like to eat and do here?
3. What are their predators & how do they protect themselves?

Habitat chosen for this brochure: _____

Your role: _____

You are being given the task of trying to get animals to take a vacation to your chosen habitat. Your main task is to analyze the features of this place, represent them, and make this locale enticing to animals who might consider vacationing here. Use the following checklist to guide your research:

- ___ An overview of the habitat type (where you might find it, what makes it unique from other places)
- ___ Background on the types of animals that reside there and what characteristics they have
- ___ Details on the types of food sought and offered in these areas
- ___ Detailed description of the predators that exist in this habitat type

Each member is responsible for choosing one of the above areas and representing it on the brochure.

Use the following rubric to assess your group's brochure.

Group Members: _____

CATEGORY	4	3	2	1
Ecosystem Content Name of the student responsible for this section: _____	Brochure explains where it is, what makes it unique from others, a description of the web of life in the ecosystem, and relating living and nonliving factors.	Brochure explains where it is and gives a description of the web of life in the ecosystem.	Brochure contains some factual or reasoning errors that make the brochure confusing. Key information may be missing.	Concepts are poorly developed and not interpreted.
Problem Background Content Name of the student responsible for this section: _____	Brochure thoroughly explains the background of the problem (when the problem was first identified, how it is measured, and how serious it is).	Brochure explains the basic background of the problem.	Brochure contains some factual or reasoning errors that make the brochure confusing. Key information may be missing.	Concepts are poorly developed and not interpreted.
Problem Cause Content Name of the student responsible for this section: _____	Brochure thoroughly explains the possible reasons for the problem (factors, human and otherwise, supported by data).	Brochure explains some possible causes of the problem.	Brochure contains some factual or reasoning errors that make the brochure confusing. Key information may be missing.	Concepts are poorly developed and not interpreted.

<p>Previous Efforts Content</p> <p>Name of the student responsible for this section: _____</p>	<p>Brochure thoroughly explains previous efforts to lesson the problem and those outcomes (who did this and how it worked).</p>	<p>Brochure explains some previous efforts to solve the problem.</p>	<p>Brochure contains some factual or reasoning errors that make the brochure confusing. Key information may be missing.</p>	<p>Concepts are poorly developed and not interpreted.</p>
<p>Current Research Content</p> <p>Name of the student responsible for this section: _____</p>	<p>Brochure thoroughly explains the newest research into the problem.</p>	<p>Brochure explains some of the newest research into the problem.</p>	<p>Brochure contains some factual or reasoning errors that make the brochure confusing. Key information may be missing.</p>	<p>Concepts are poorly developed and not interpreted.</p>
<p>Solutions Content</p> <p>Name of the student responsible for this section: _____</p>	<p>Brochure thoroughly explains and develops a proposal for solutions to the identified problem.</p>	<p>Brochure suggests some solutions for alleviating the problem.</p>	<p>Brochure contains some factual or reasoning errors that make the brochure confusing. Key information may be missing.</p>	<p>Concepts are poorly developed and not interpreted.</p>
<p>Knowledge Gained</p>	<p>Students can answer questions related to the facts and interpretations.</p>	<p>Students can answer most questions related to facts and interpretations.</p>	<p>Students can answer questions related to facts, but interpretations are not evident.</p>	<p>Students appear to have little knowledge about the material presented in the brochure.</p>

Writing— Communication	The content matches the goals of the project and is delivered in an effective manner.	Most of the content matches the goals of the project and is delivered in an effective manner.	Some of the content matches the goals of the project though delivery of the material is weak.	Content does not match the goals of the project and is delivered in an ineffective manner.
Writing— Conventions and Spelling	Writing conventions and spelling are correct throughout.	The work shows minor errors that do not interfere with the meaning.	The brochure contains some capitalization or punctuation errors even after feedback.	The brochure contains many capitalization and punctuation errors in the brochure even after feedback.
Appeal and Organization	Graphics and layout support the content and help deliver the desired message.	Graphics and layout generally support the content and help deliver the desired message.	Graphics and layout generally support the content and help deliver the desired message.	Graphics and layout fail to support the content and do not help deliver the desired message.

REFERENCE REQUIREMENTS

Directions: Use the information below to compile your list of websites, references, and other sources of information for your travel brochure. At the end of this document, there will be a list provided for you to fill in.

INTERNET

Author's last name, Author's first name. "Title of Document." (Online) Document date. URL (visited: Date of visit).

example:

Salda, Michael. "Cinderella Project." (Online) December, 1997. <http://www-dept.usm.edu/~engdept/cinderella/cinderella.html> (visited: December 8, 1999).

A print source with information on citing specific types of Internet information is:

Li, Xia. Electronic Styles: A Handbook for Citing Electronic Information. 808.027 LI

ONLINE MAGAZINE or NEWSPAPER ARTICLES

(from InfoTrac, EBSCOHost, etc.)

Author's last name, Author's first name. "Title of article." Name of magazine, date of magazine, page numbers. Reproduced in Name of Database. Library where database was accessed, location of library. Date of access.

example:

Dawson, Virginia. "Comfort Zone: A Cardiganed Fred Rogers Made Every Kid Feel Cozy and Warm." Smithsonian, May, 2003, p. 31. Reproduced in InfoTrac OneFile. Santa Cruz Public Library, Santa Cruz, CA. Sept. 16, 2003.

REFERENCE DATABASES

Author's last name, Author's first name. "Title of article." Source. Publisher, year. Reproduced in Name of Database. Library where database was accessed, location of library. Date of access.

example:

"Neanderthal Man Discovered, 1856." Discovering World History. Gale Research, 1997. Reproduced in Student Resource Center. Santa Cruz Public Library, Santa Cruz, CA. Sept. 18, 2003.

ARRANGEMENT OF ITEMS IN BIBLIOGRAPHY

1. If the author is unknown, start your citation with the title.
2. Arrange the citations in alphabetical order by the first words, ignoring "A," "An," and "The" when they are the first word of the title.
3. The first line of each citation is not indented. The second line is indented (usually 1/2").

Bibliography

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

PRESENTATION RUBRIC

Pts.	Criteria	Unacceptable	Passing	Acceptable	Competent	Excellent
30	Detail – accuracy of ecosystem	There is no ecosystem or the details are completely wrong	A few of the details represented accurately	Most of the details are represented; some of them accurately	All of the relevant details are represented; most accurately	The details are all well represented and very accurate.
15	Quality of presentation + explanation of ecosystem	Explanation of ecosystem is inaccurate and incomplete; no reference to model made	Explanation of ecosystem is incomplete; very little reference to model	Explanation of ecosystem is good; very little reference to model	Explanation of ecosystem is good; there is reference to model	Explanation of ecosystem and reference to model are accurate, integrated and clear
15	Quality of presentation + explanation of ecosystem function	Presentation is unclear and does not cover requested information	Presentation does not cover all of the material; much of it is read	Presentation covers all of the relevant material; much of it is read	Presentation covers all of the relevant material; very little of it is read	Presentation covers all relevant material; it is presented in a lively interesting fashion
20	Individual participation	Only one person in the group does the presentation; the parts may be connected or not	One person does more than 70% of the presentation and the parts are presented separately	One person does 60-70% of the presentation; the parts are presented separately	Only one of the following is present; equal participation or connected parts	Both people participate equally; the parts are well connected
10	Drawing	No attempt		Somewhat represents ecosystem in EIR		Accurately represents EIR
10	Creativity	No evidence of creativity	There is some evidence of an attempt to be creative but it is not executed well	There are a few creative details in the model or report	There are several creative details in the model and report	The entire project shows evidence of creative thinking - both creation of the model and presentation.
100	Total					

