

Everglades “Most Wanted”

Subject: Science, Language Arts

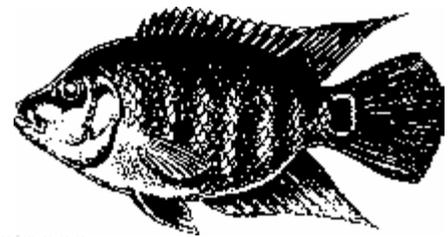
Duration: 2-3 Class Periods

Location: Classroom

Vocabulary: Competition, Exotic Species, Habitat, Native Species

Related Activities: Population Explosion, Break the Chain, Unwanted Guest, Go Back Home, Going...Going...Gone!, Fishy Business

Florida Sunshine State Standards: SC.H.1.2, SC.H.1.3, SC.G.2.3, LA.B.1.2, LA.B. 2.2



Objectives. Students will be able to define exotic and native species and give an example of each. Students will be able to explain how an exotic species can harm native species or habitats.

Method. Students will research the most wanted invasive species in the Everglades and “investigate” these species to determine which natives are most affected.

Background. Most people think that alien species come from outer space. But they are really just plants and animals that have been transported to an area that they aren’t normally found in. This can be detrimental to the native species that are living there.

Materials

- Copy of “Everglades Most Wanted”
- Copy of “The Plaintiffs”
- Copy of “Case Profile”

Suggested Procedure

1. Divide your students into 9 teams as evenly as possible. Tell them that they are now bio-detectives trying to locate “Everglades Most Wanted.”
2. Have students read the background information on exotic species that are found in the Everglades.
3. Hand out the “Everglades Most Wanted” sheet to the students. Tell them that these are the most wanted exotic species. What are these species? Why are they wanted? These are questions that the bio-detectives must answer.
4. Hand out copies of “Case Profile” and “The Plaintiffs” to the groups.
5. Explain to the students that their job is to perform the following detective work. They are to gather information to complete a “case profile” for one of the “most wanted” species. Based on this information, students should be able to figure out which species on the “plaintiff” sheet is being harmed by their “most wanted” species. Assign one “most wanted” species to each group. They can use the provided background information or research it on their own in the library and on the Internet.
6. Have the students share the results of their investigation. Go through the plaintiffs one at a time and ask the students whose “most wanted” species are contributing to its decline.

7. Have the group tell the class what else they had learned about this “most wanted” species. Note to teacher: for the sea turtle plaintiff, there are two exotic species that can help contribute to its decline-- the Australian pine and the wild hog, however the Australian pine influences the sea turtles more.

Evaluation

1. Each of these species has something in common. What is it?
2. What are some other exotic species that are found in the Everglades?
3. What are some other native species that can be affected by exotic species? How?

Extension

Have each student make a “most wanted” poster for an exotic species that wasn’t mentioned in this activity. This poster should include a picture, the name of the species, and basic information such as the background of the species and what kind of trouble it’s causing.

Everglades "Most Wanted"

Australian Pine



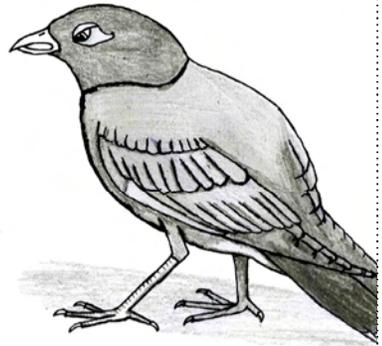
Bromeliad Weevil



Burmese Python



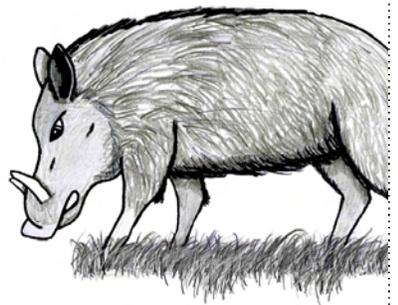
Common Myna



Cuban Treefrog



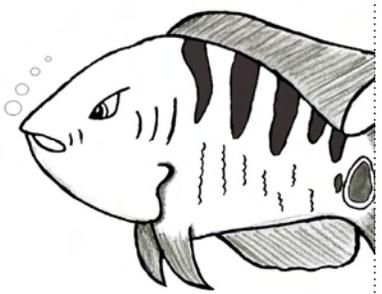
Feral Pig



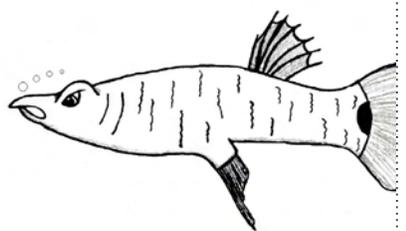
Melaleuca



Mayan Cichlid



Pike Killifish



Case Profile

Species

Detectives:

Aliases:

Origin:

Distinguishing Features:

Preferred Everglades Habitat:

Which plaintiff is suffering problems because of this species?

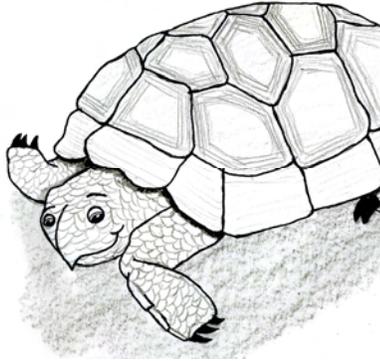
Why?

The Plaintiffs

Bromeliad



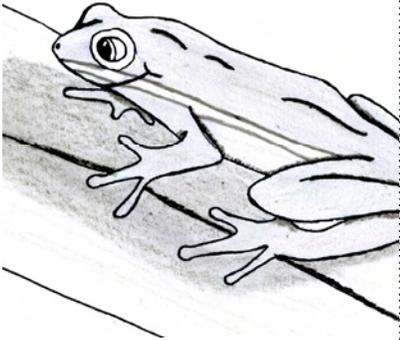
Gopher Tortoise



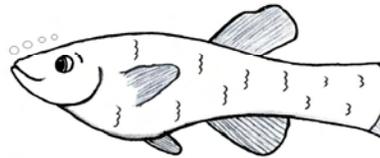
Purple Martin



Green Treefrog



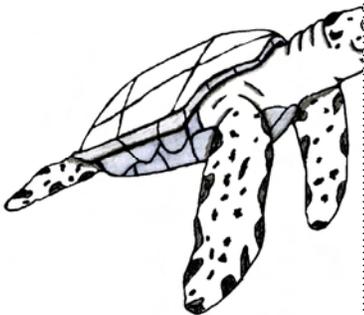
Mosquito Fish



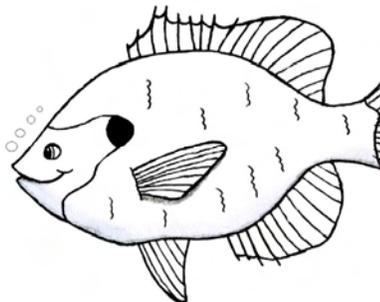
Sawgrass



Seaturtle



Sunfish



Woodstork

