



What animals, plants and features create vital wetlands?

Marsh Study

Lesson objective: Wetlands is a program which exposes students the wide variety of plant and animal life in wetlands. The students look for signs of animal life in the marsh, such as chewed trees, leaves or scat. They relate the importance of plants to the animal life present in wetlands. Macro invertebrates (water bugs) are collected and students explore and sort how these fit into the ecosystem as herbivores, carnivores or omnivores. The roles of producers and scavengers are explored. Younger students are expected to create “Marsh Viewers” to see the plant and animal life underwater prior to their visit. Adaptations of common amphibians and invertebrates can be studied during the pond study. Junior and Intermediate classes can take observations using apps such as the Ontario Nature Reptile and Amphibian Atlas.

Human activities can effect wetlands in positive and negative ways, students will be challenged to come up with ways which they can become good stewards of the environment and help to protect wetlands. Demonstration activities emphasize the many values of wetlands; this includes the important function of cleaning and storing water.

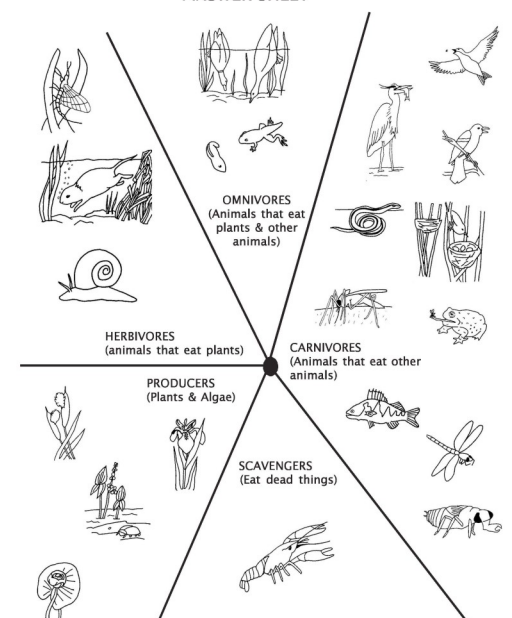
Field Trips are available at Mission Island Marsh, and the Hazelwood Lake Conservation Areas. The Mills Block Forest is a Provincially Significant Wetland, and may be another area of interest. There are no washroom facilities on site so the site is not appropriate for younger students.

Pre and Post field trip activities are available to attending teachers ; the LRCA will provide attending teachers with a “Wetlands Study Kit” should they wish to explore the topic further.



Tracks and Animal Signs are searched out

PLANT OR ANIMAL FUNCTIONS IN THE FOOD WEB ANSWER SHEET



Lakehead Region Conservation Authority

“WETLANDS” Study Kit - Activity Sheet 7

Plants and Animals Observed in the Wetland are sorted into their roles in the ecosystem.

Curriculum Connections- Specific Expectations from Gr. 1-6 Science

Grade 1 Needs and Characteristics of Living Things

Overall Expectations:

- 1 Living things have basic needs (air, water, food, and shelter) that are met from the environment.
- 3. All living things are important and should be treated with care and respect.

Grade 2 Growth and Changes in Animals

- 2.2 identify positive and negative impacts that different kinds of human activity have on animals
- 2.3 investigate the life cycle of a variety of animals (e.g., butterflies, frogs,
- 2.4 observe and compare changes in the appearance and activity of animals lifecycle e.g., frog, butterfly)

Grade 3 Growth and Changes in Plants

- 1.1 assess ways in which plants are important to humans and other living things, taking different points of view into consideration

Grade 4 Habitats and Communities

- 1.1 analyse the positive and negative impacts of human interactions with natural habitats and communities (e.g., human dependence on natural materials),
- 1.2 identify reasons for the depletion or extinction of a plant or animal species (e.g., hunting, disease, invasive species, changes in or destruction of its habitat), evaluate the impacts on the rest of the natural community, and propose possible actions for preventing such depletions or extinctions from happening
- 2.3 use scientific inquiry/research skills to investigate ways in which plants and animals in a community depend on features of their habitat to meet important need
- 3.1 demonstrate an understanding of habitats as areas that provide plants and animals with the necessities of life (e.g., food, water, air, space, and light)
- 3.10 describe ways in which humans are dependent on natural habitats and communities (e.g., for water, medicine, flood control in wetlands, and leisure activities)

Grade 6 Understanding Lifesystems Biodiversity

- 1.1 analyse a local issue related to biodiversity (e.g., the effects of human activities on urban biodiversity)

Grade 9 Sustainable Ecosystems and Human Activity

- B1. analyse the impact of human activity on terrestrial or aquatic ecosystems, and assess the effectiveness of selected initiatives related to environmental sustainability;
- B2. investigate some factors related to human activity that affect terrestrial or aquatic ecosystems, and describe the consequences that these factors have for the sustainability of these ecosystems;