

VISUAL AIDS (VIDEOS) FOR PRE-FIELD TRIP PREPARATION

Videos are an excellent classroom aid to prepare students prior to the field trip. Following are a list of suggested resource titles that may be available from your School District Learning Resource Centre. This is not a comprehensive list, neither may your Learning Resource Centre stock all these videos, but it is a place to start. Noted below are title of the resource, name of distributor/producer, year of production and length. Please refer to your updated Learning Resource catalogue for more extensive description and NEW resources available for classroom use for Intermediate/Junior Secondary students.

- **The Benefits of Insects.** National Geographic, 1990. 17 Minutes.
- **Bill Nye The Science Guy-Biodiversity.** PB, 1994. 26 minutes.
- **Bill Nye The Science Guy-Food Web.** PB, 1994. 26 minutes.
- **Biomes: Introduction.** COR, 1989. 12 minutes.
- **Champions of the Wild Series-Grizzlies.** NFB, 1997. 25 minutes.
- **Communities of Living Things.** GWF, 1976. 15 Minutes.
- **Creatures of the Sun-A Natural History of the Painted Turtle.** NFB, 1997. 24 minutes.
- **Cycles of Life-Ecosystems in the Biosphere.** MLC, 1996. 27 minutes.
- **The Digital Field Trip to the Wetlands.** MLC, 1997, Computer Software, 1 CD ROM.
- **Ecology Series-Food Chains.** BCLC, 1992. 14 minutes.
- **Ecology Series-Succession.** BCLC, 1992. 14 minutes.
- **An Ecosystem: A Struggle to Survival.** NGS, 1975. 22 minutes.
- **Ecosystems: Nature in Balance.** Canadian Learning, 1993. 13 minutes.
- **I Know a Pond.** CYMA, 1973. 30 minutes.
- **The Marsh: Nature's Nursery with David Suzuki.** MAG, 1988. 15 minutes.
- **Mountain Habitat Series: Mountain Forest.** KAR, 1981. 15 minutes.
- **Nature's Ever Changing Community.** MAG, 1973. 14 minutes.
- **Profiles of Nature: Life in a Pond.** KegPro, 1985. 23 minutes.
- **Replanting the Tree of Life.** MC, 1986. 10 minutes
- **Secrets of the Pond.** Image, 1987. 29 minutes
- **Still Life For Woodpecker?** Thomas Howe, 1992. 27 minutes.
- **The Tree.** National Film Board, 1977.
- **Turning Down the Heat: The New Energy Revolution.** National Film Board of Canada, 1999. 47 minutes.
- **A Walk in the Forest.** MCB, 1976. 30 minutes.



Activity 1: Eco-What? Let's Get the Language Straight!

Teacher Information:

Ecosystem represents an idea more than a place or set of things. Ecosystem combines two words: ecology with its connection to the idea of 'eco' meaning home or the knowledge of home being nature with 'system', a set of interactions overtime among living or non-living elements.

For the purpose of the Classroom with Outdoors, ecosystem consists of "plants and animals interacting with each other and with their non-living environment".

Definitions of Ecosystem:

- "An interacting and interrelated community of living and non-living things that constantly changes". Wild BC, Wildlife Trees of British Columbia
- "Any area of nature that includes living organisms and non-living substances interacting to produce an exchange of materials between the living and non-living parts." E. P. Odum
- "Ecosystem describes a system in which there are living organisms, non-living components and a primary source of energy, the sun". Project Wild
- "Ecosystems may be viewed as a set of elements, living and nonliving, interacting overtime, within a defined local". Project Wild
- "Ecosystem is a balanced community of creatures living together, all needing each other and using non-living things such as soil, water and air." David Suzuki, Looking at the Environment.
- "Ecosystem is a term of convenience so that we can draw an imaginary line around a section of the larger world and decide to treat its elements separately from the rest." Project Wild

ACTIVITY 1

Suggested Timeline:

One language arts period

Materials Required:

Acetate of Definitions of Ecosystems

Photocopy double-sided

Ecosystem Glossary of Terms

Setting:

Indoors

Summary:

Ecosystems have a language of their own. Classroom with Outdoors Educators are the translators that connect students to ecosystems. Part of this translation is a common vocabulary of terms.



All ecosystems have a foundation of the four key non-living elements, essential for all life on earth. These elements are critical and are continually interacting with each other. They include:

Soil – the upper layer of the earth in which plants grow. Soil is the thin skin that covers our planet. It has evolved over billions of years through the weathering of rock as it is broken down by physical and or chemical processes. Along with minerals soil contains organic matter from decomposed plants and animals broken down largely by fungi and bacteria. Between the broken up rock minerals and organic matter, the pores are filled with water and air. 98% of the world's food comes directly or indirectly from soil. Soil provides plants with minerals and nutrients and transports water to plant roots.

Sunlight – radiant energy that illuminates and warms the Earth's surface. All living things need the sun's energy. Plants use the sun's energy to make sugar from CO₂ and H₂O, a process called photosynthesis. Sunlight and soil are used directly by plants and indirectly by animals. Plants get minerals from the soil. Animals get their nutrients and energy from plants or animals that eat plants.

Air – a most precious element on Earth. Without it for a matter of minutes we would die or suffer from brain damage. Air is a mixture of 78% nitrogen, 21% oxygen, .9% argon, .04% carbon dioxide and other gases. During plant photosynthesis, carbon dioxide is used to build sugar. Oxygen helps many plants and animals metabolize sugar in their cells. This consumption of sugar supplies energy to living things.

Water – the combination of two colourless and odorless gases – hydrogen and oxygen. Our bodies are 70% water which is constantly recycled and in need of replenishing. It is needed to dissolve and carry nutrients in solution for transport of food and waste. The process of photosynthesis also requires water. We constantly need to re-supply our bodies with water. Humans can live without food for a few weeks but would die without water after about 4 days.



ECOSYSTEM - GLOSSARY of TERMS

(Definitions taken from *Project Wild*, *Oxford Concise Dictionary*, *Forests in Focus* and *Water Stewardship*)

- Abiotic:** a non-living factor in an environment (e.g. air, water, sunlight, wind, snow, flood)
- Animal:** a living organism which feeds on organic matter (plants or animals that eat plants) with specialized sense organs and nervous system with the ability to respond rapidly to stimuli.
- Biotic:** relating to living things
- Carnivore:** a meat eater
- Community:** an association of organisms plant and animal living together in a common environment, each occupies a certain position, interacting with each other by food chains and other interrelations.
- Consume:** eat or drink.
- Consumer:** utilizes the producer or plants for its food; it may in turn be used as food by a secondary consumer. A rabbit is a primary consumer while a lynx would be a secondary consumer.
- Decomposer:** those organisms (bacteria, fungi, protozoa, insects, etc.) which convert dead organic materials into inorganic materials; a plant or animal that feeds on dead material and causes its mechanical or chemical breakdown.
- Ecosystem:** An ecosystem consist of plants and animals interacting with each other and with their non-living environment (soil, water, air) over time in a defined area driven by the energy of the sun.
- Food chain:** the transfer of food energy from the source in plants through a series of animals, with repeated eating and being eaten. A simple food chain would be a grass, eaten by a grasshopper, eaten by a bird.
- Food web:** an interlocking pattern of food chains
- Forest:** a complex vegetation community dominated by trees and other woody shrubs that are growing close enough together that the treetops touch or overlap creating various degrees of shade on the forest floor.
- Fresh water:** clean, unpolluted water without salt in it.
- Grassland:** a vegetative community in which grasses are the most conspicuous members.
- Habitat:** the life range of an animal this includes food, water, shelter and space all suitably arranged to meet the animals' needs.
- Herbivore:** a plant eater
- Microorganisms:** an organism microscopic in size, observable only through a microscope.
- Old-growth Forest:** climax forest communities where there is a combination of very old trees (120-250+ years old) both live and dead as well as immature (<80 years) and mature (80-120 years) trees growing among them, and which has been disturbed little by people.



- Omnivore:** an animal, which eats both plant and animal materials
- Plant:** any living organism of the kingdom Plantae which can make its own food and oxygen from chlorophyll, sunlight, carbon dioxide and water and lacks the ability to move around.
- Predator:** an animal that kills and eats other animals.
- Prey:** animals that are killed and eaten by other animals.
- Producers:** food makers namely plants.
- Species:** a population that is more or less alike, that is able to breed and produce fertile offspring.
- Stewardship:** the concept of responsible care taking of the environment, based on the fact that we do not own resources, but simply look after the resources and are responsible to future generations for their condition.
- Succession:** the orderly, gradual and continuous replacement of one plant or animal by another.
- Symbiosis:** a close living relationship between organisms
- Water cycle:** the continuous circulation of water in systems throughout the planet. Involves evaporation, condensation, precipitation, runoff, and transpiration.
- Watershed:** all the land area that drains into a particular body of water
- Wetland:** an area that is waterlogged for all or part of the year so that the soil remains soggy and water-loving plants and creatures that are adapted to these conditions live there.
- Wildlife:** plants and animals that are not tamed or domesticated.

When reviewing the words help students to understand the meaning of terms using prefix or meaning of the word and the suffix, which changes the function of the word in a sentence.

Common Eco Prefixes	Common Eco Suffixes
Bi-two	Able/ible-capable of
Bio-life	Ance/ence-state of
De-removal, reversal, from	Eur/ist/er/or/ant-one who
Eco-home	Dom-condition of
Inter-between	Ful-full of
Micro-small	Less-without
Pre-before	Ment/ness-state of
Re-back/again	Ology-study of
Sub-under	Ours/ious-full of
	Tion/sion – state of
	Y-full of



Activity 1: Eco-What? Let's Get the Language Straight!

Student Activity:

1. Lead a discussion. What is an “ecosystem”? The word is more of an idea or a concept than a thing. There are many ways to define ecosystem. An ecosystem can be as large as a planet and as small as a puddle or log. For students to decode terms it helps to break down the word – eco=home + system=interactions over time. Make an overhead of the various definitions provided above. Read them as you project them on the screen. As you read the various ECOSYSTEM definitions, ask the student to listen for key words that are repeated in the various definitions e.g. interacting, living, non-living, system, etc. Record these common words on the board. Have students write their own definition of an ecosystem. Share their definitions with the class.
2. In their scribblers ask the students to create three columns with the following headings:
scientific term, my own definition, and image/picture/symbol.
3. From the Ecosystem – Glossary of Terms, choose a selection of grade appropriate words. For example: Grade 4 - animal, carnivore, omnivore, producer, consumer, fresh water, and wildlife. Grade 5 – forest, old-growth forest, watershed, prey, habitat, biotic, fresh water. Grade 6 – animal, carnivore, consumer, decomposer, food chain, micro organisms, plant, species, wildlife. Grade 7 – ecology, food webs, stewardship, succession, producer, consumer, decomposer, symbiosis.
4. Have students use the classroom dictionary, biology textbook, or the previous glossary to:
 - i. define the following terms by locating the glossary words assigned by the teacher in column #1;
 - ii. write their own definition in their words in column #2; and
 - iii. draw an image/picture/symbol of the term in column #3.
5. Use the terms as part of a spelling test.

ACTIVITY 1 OBJECTIVES

Define terms used to discuss ecosystems by breaking them down into affixes, prefixes (bio, micro, pro) and suffixes (ology, ment, y).

Correctly spell key terms.

Recall terms and utilize them in their vocabulary when discussing ecosystems.



Activity 2: Water Magic

Teacher Information:

Earth is the only planet in our solar system with water, which covers 70% of its surface. Funny, just like the Earth, we too are mostly water – almost 2/3 our body weight. Water is in every one of our cells and it moves continuously in our bodies carrying various body fluids from blood to saliva.

Water is truly a magical potion. It comes not only in liquid form but also a solid and gas. It dissolves many different materials like rock, salt and soil. Water can be black to turquoise in colour and it can store large amounts of heat, releasing it slowly into the air. Next to air, it is what our body needs most. Without water in 4 days dehydration occurs, a condition that is life threatening.

A water molecule is polar, attracting other molecules that stick together in drops. Imagine a water molecule looks like a Mickey Mouse head, with an oxygen atom as the head and hydrogen, the lightest of all the known atoms forming the ears. Hydrogen is positive and oxygen negative. Hydrogen (+) attracts the oxygen (-) proving likes repel and unlike attract. So water is a mass of weak attractions that stick together forming beads or droplets with surface tension.

ACTIVITY 2

Suggested Timeline:

One science period

Materials Required:

Part A: Plastic yogurt tub or clean shallow dish, water, paper clip, fork, eyedropper, dish detergent.

Part B: Glass or beaker of water, red food colouring, celery sticks with leaves on top.

Part C: Clear plastic cup, water, felt pen.

Part D: Kettle, water, thermometer, graph paper, pan or pot lid.

Setting:

Indoors

Summary:

Water is a magic potion that has many fascinating properties.

Water Magic taken from “**Water Stewardship: A Guide for Teachers, Students and Community Groups**” by Dr. Milton McClaren, Kim Fulton and Chris McMahan. Ministry of Environment, Lands and Parks. Government of B.C., 1995.



Activity 2: Water Magic

Student Activity:

Activity 2A: Tension Trick

- Wash and dry hands thoroughly.
- Put some water into a clean dish or yogurt tub.
- Put a paper clip on a fork and lower it slowly onto the surface of the water. Think about why the metal floats and doesn't sink.
- Once the clip is floating, use an eyedropper to carefully add one drop of dish detergent, but be careful not to create a splash or disturb the water and paper clip. What happens to the paper clip?

ACTIVITY 2 OBJECTIVES

Discover the many properties of tap water. Be prepared to transfer this knowledge with the properties of water in natural ecosystems.

Explanation of the Trick:

The electrical charges of water also explain why we need to use soap for washing. The soap molecules get between the water molecules and break up the clumps of water, making water wetter! You may have tried to wash without soap. The water beads or blobs on the skin making hard to get wet and remove the dirt. Soap breaks up the attraction between the water molecules making water wetter!

Teacher Led Discussion:

Many aquatic insects skate on the surface of the water due to surface tension. If this was impaired by pollution such as phosphates from washing detergents, how could this affect water striders, which are eaten by fish, which are caught by ... and the effect goes on.

Activity 2B: Capillary Action

- Get a glass of water and stir in several drops of red food colouring.
- Place a stalk of celery into the coloured water and leave it over night.
- What happened?

Explanation of the Trick:

Due to the fact that the water molecules are stuck together, water will rise in a tube through capillary action. It is why trees (like the celery) can pull water over 100 metres upward from the roots to the crown of the tree far above the forest floor.



Teacher Led Discussion:

Trees are some of the thirstiest plants on earth. The water that they pull up to the crown of the trees moves into the surrounding air thereby moderating the climate and adding moisture to the air, which may condense as dew back into the forest. What happens to climates when large numbers of trees are removed?

Activity 2C: Ice Makes Dense Sense

- Pour water into the cup.
- Mark the level of the water with a felt pen on the outside.
- Put the cup in the freezer and let the water freeze solid.
- Take the container out and compare the level of the ice with your original mark.

Explanation of the Trick:

Ice or solid water expands when it freezes at 0C perhaps causing lids to pop off or containers to crack. Ice floats on top of liquid water. It floats because it is less dense. In fact there is less actual matter in a litre of ice than in a litre of water. Suppose ice didn't float and instead sank to the bottom when the water temperature reached 0C. Would this make a difference to life on Earth?

Teacher Led Discussion:

If ice sank it would displace water on a continuous basis causing lakes and oceans to overflow their natural levels. Ice also creates a bridge for animals and humans to travel across in winter. What will happen as the climate changes and ice melts?

Activity 2D: Letting off Steam

- Pour water into a kettle.
- Record the temperature of the water. Heat up the water.
- Every three minutes take the water temperature and record the results.
- Measure the temperature when the water begins to boil and record the results.
- BUT BE CAREFUL – boiling water and steam can burn your skin.
- Ask for help if you are unsure what to do.
- Place the pan or put lid over the steam.
- Continue boiling for another 5 minutes. Take the temperature again.
- Turn off the heat and take the temperature again.
- Describe what you saw. Once the water began to boil, did it get any hotter? What would happen if you continued to boil the water and didn't turn off the heat? What happened to the steam on the lid?



Explanation of the trick:

Water forms a gas or water vapor at 100 C at sea level. When it cools it condenses back into water droplets and when it gets too heavy it falls. The water molecule is not lost; it just changes its form from gas to liquid. Water will evaporate as gas into dry air even when the temperature is low. Think clothes drying outside. The sun's energy evaporates water.

Teacher Led Discussion:

Water evaporating and condensing illustrates the continuous cycle of water through nature. Water is a finite resource. The Earth is a closed system with a fixed number of water molecules – no more are being made and none are taken out of the system. What does change however on a daily basis is the amount of clean, fresh water, suitable for humans without the need for advanced treatment, which is costly and not available to everyone on Earth. Can you trace where your communities drinking water comes from? Where does waste water go when it leaves your home? Trace the route of the water from the school to your community's primary, secondary and tertiary treatment facility and finally discharge back into the ecosystem.



Activity 3: Ecosystems are Heating Up

Teacher Information:

The Sun, 100 times the size of Earth, radiates heat from its 6000 C surface out into space. Some of it reaches Earth, the third planet in our solar system. All living things need the sun's energy to grow, reproduce and stay warm.

But the Earth is heating up due to the greenhouse effect. The atmosphere of the Earth acts like a transparent covering, just like the glass on a greenhouse. Light energy penetrates the atmosphere, some is absorbed by the surface of the Earth and some is reflected back into the atmosphere and space. The atmosphere is mostly nitrogen (78%) and oxygen (21%) neither of which capture much heat, but there are also gases such as water vapor, carbon dioxide, methane and nitrous oxide that trap part of this energy on Earth like the glass roof on a greenhouse.

Over the past 100 years the Earth has shown a global warming trend of .3 -8 C. The interior of BC has warmed at about twice the rate of the global average or 1C over the past century. Seven of the 10 warmest years since reliable record keeping occurred in the 1990's.

Human activities over the last 150 years have significantly altered the composition of gases in the atmosphere. Since pre-industrial times CO₂ has increased 30%, methane CH₄ 145% and nitrous oxide 15%, mostly due to the burning of fossil fuels like oil, gas, coal and natural gas. CO₂ is the most significant greenhouse gas responsible for 65% of the greenhouse gas effect.

ACTIVITY 3

Suggested Timeline:

One period

Materials Required:

Photocopy of student worksheet

Setting:

Indoors

Summary:

Some students think they would like it to be warmer. Just think – longer summer, more time to wear shorts and play outside. But global warming has serious potential impacts.



Activity 3: Ecosystems are Heating Up

Student Activity:

Pass out the following worksheet: “Is Warmer Better?” to the students. In groups of 4 students list all the potential impact of global warming in your community. Make generalize statements about how these changes might have both positive and negative impacts to you and your community. Lastly how might these changes affect natural ecosystems?

Teacher Notes: Here are some of the possible effects students may include:

1. Weather:
 - Increase in average temperature
 - Warmer winter nights and more winter rain.
 - Warmer drier summers.
 - Stronger storms.
 - Increased floods and dry spells.
2. Recreation:
 - Lower water levels in lakes and rivers
 - Increased demand for water for watering crops like hay.
 - Restrictions on watering (e.g. golf courses) and snowmaking (e.g. ski hills)
 - More rain-on-snow events.
3. Water supply:
 - Further retreating/disappearance of glaciers
 - Lower late summer flows
 - Seasonal challenges to supplying clean, safe drinking water.
4. Fish and Wildlife:
 - Decline of cold-water fish e.g. trout
 - Increase in some ungulate (e.g. hoofed mammal like elk) habitat
 - Snow crusts from rain-on-snow events will affect ungulates in winter

ACTIVITY 3 OBJECTIVES

Suggested Timeline:

One science period.

Materials Required:

Photocopied “Is warmer better?” student worksheet

Setting:

Indoors

Objectives:

Students are able to list the potential impact of climate change in their home community.

Students interpret how these changes might impact both humans and natural ecosystems.

Resources: EKES “Climate Change in the East Kootenays: Impacts and Solutions”. For more information download brochure (www.ekes.org). The online version includes web links, references and updates on climate change in the East Kootenay.



Activity 3: Ecosystems are Heating Up

Is Warmer Better?

Name _____

Effect	Positive Results	Negative Results	Effect on the Natural Ecosystem



wildsight

Classroom with Outdoors

Engaging Ecosystem Experience

Activity 4: Plants – Givers of Our Daily Bread

Teacher Information:

Our world is filled with plants. Unlike animals they do not walk or talk but they do shape, modify and interact with the world around animals. They are sensitive to movement, touch, vibration and light. Plants play an integral role in the recycling of water through transpiration. Twenty five percent of the active ingredients in prescriptive drugs today come from plants. Plants directly or indirectly produce our daily bread, supply us with timber to build our homes and keep us clothed.

Plants have perfected the magic of photosynthesis, the process by which plants convert energy from the sun into chemical (or food) energy such as sugars. In doing this they consume carbon dioxide and in turn add oxygen back to the air. Plants use a compound called chlorophyll, which absorbs light and converts solar energy into chemical energy in the form of simple sugars. Plants then convert the sugar into many nutrients their tissues require. Many organisms such as animals, fungi and microorganisms eat the plants for food. It is estimated that 95% of our food comes from just 20 species of plants. Tea and coffee are the world's most popular drinks, and both are made from plants.

Plants feed the world and give us our daily bread. Each ecosystem operates with a source of energy with the sun driving the entire system. Green plants are the 'sun catchers' that transform some of the energy by photosynthesis into plants that are food, a useable energy form for other organisms including humans.

ACTIVITY 4

Suggested Timeline:

One science period

Materials Required:

Paper and Pencil

Setting:

Indoors

Summary:

From this brainstorm and discussion activity students recognize that all food and most building materials originate with plants. Some of the energy used in products can be reintegrated into the ecosystem while some is lost as simply waste.



Activity 4: Plants – Givers of Our Daily Bread

Student Activity:

Break the class into two groups – students who like to cook and those who like to build.

To help them understand the scope and nature of what plants provide for us on a daily basis, give students the following assignment.

Group 1: Cooks:

1. Develop a meal plan for a day for your family. Breakfast, lunch, dinner and snacks.
2. Make a complete grocery list to cook the meals.
3. Determine whether the ingredient is from a plant or an animal by placing a P or A beside the ingredient. Estimate the percentage of grocery list that is from plants and animals.
4. Trace the animal products back to what the animal eats to grow.
5. Which of the animal products come from wild or domesticated animals.
6. Why have animals been domesticated? (E.g. efficiency, convenience, cultural preference.
7. What are the costs to the domestication of animals to ecosystems? E.g. effect on wild plants and animals, energy used, pollution of water, prices higher.

Group 2: Engineers

1. Make a list of everyday products – hockey sticks, computer, book, backpack, cars, etc.
2. Choose 3 items. Discuss your choices with your teacher.
3. List every material used to make the product, including all the parts.
4. Are the parts biotic or abiotic in origin (see glossary of terms for definition)?
5. Where is the source for the material? Can you buy it locally, within the region, nationally or internationally?
6. Is it made from renewable or non-renewable sources?
7. How many different resources were used to make the products?
8. Describe the impact that may result from the production of this product?
9. What happens to it when it is no longer useful? Can it be reused, recycled? How is it disposed of? Within ecosystems energy, nutrients and materials are exchanged through a series of cycles of eating and being eaten called a food chain. What parts of the object are potentially dangerous to the environment? Which components will take a very long time, if ever to decompose?



Activity 5: Classified Information

Teacher Information:

Read over the *Ecosystem Backgrounder* and familiarize yourself with the plants and animals that live in the specific ecosystem you will be visiting. Read the *Program Summary* for the content of the field trip.

Carolus Linnaeus, Swedish botanist developed a system for naming plants and animals that is still in use today. This system is known as *binomial nomenclature*. Linnaeus gave each organism a two-part scientific name. When we use the Latin name for an organism, we always capitalize the Genus but not the species name. The name is also printed in italics as this helps us recognize them when we are reading.

After naming organisms, Linnaeus grouped them together according to the body structures they shared. Organisms that shared important characteristics were classified into the same group. The groups to which he assigned organisms are called taxa and the science of naming organisms and assigning them to these groups is called taxonomy.

Kingdom – There are a few **giant taxa**. Animals form the kingdom **Animalia** and plants formed the kingdom **Plantae**. Other Kingdoms are **Monera** (single celled prokaryotic-lack a nucleus) like bacteria. **Protista** – multicelled eukaryotic like paramecium that has a nucleus and membrane bound organelles. **Fungi** – molds and yeast and are heterotrophic, which do not carry on photosynthesis.

Phylum – Several classes include a large number of very different organisms. Nevertheless they share some important characteristics. For example, in the phylum Chordata animals possess a skeletal rod or internal spine (vertebrae) like in mammals birds, fish, and reptiles.

Class – all members of the order Carnivora are warm-blooded, have body hair and produce milk for their young. For these reasons placed together with order Primates and other similar animals in the class **Mammalia**. In the Classroom with Outdoors program our focus will be on the Phylum Chordata or Vertebrates and the Class distinction of mammals, birds, fish, amphibians and reptiles.

Order – An Order can include several families of similar organisms. For example the Family Felidae and Canidae belong to the order **Carnivora** and are all carnivores or meat eaters.

ACTIVITY 5

Suggested Timeline:

One science period

Materials Required:

Paper and Pencils

Setting:

Indoors

Summary:

Students are introduced to the language of science, the biological classification system known as binomial nomenclature in which organisms are classified into a hierarchy of groups and subgroups based on their similarities and reflecting their evolutionary relationships. Each organism known on earth is given a name consisting of two words: Genus (a large group of organisms that reflect an evolutionary relationship based on similarities) and species (usually a descriptive term).



Family – larger taxon than a genus. Families share similarities like Felidae or cats all of which can retract their claws and can purr. Or Owls which are distinctive birds of prey with immobile eyes in large heads, fluffy plumage that make them nearly soundless and regurgitated pellets of fur and bone after digestion is complete.

Genus – Organisms that are different enough within a Family are placed in different genera. All the various species in the same genus Felis have many common characteristics e.g. Felis domesticus (house cat) and Felis concolor (cougar). Species share many features but are clearly separate biological units. Both are cats and have similar teeth, feet and claws but can not breed to produce fertile offspring.

Species – is the smallest taxon defined as a population of organisms that share similar characteristics and that can breed with one another to produce fertile offspring.

Following is an example of the classification of a grizzly bear:

Kingdom - Animalia

Phylum – Chordata (vertebrate or having a spine)

Class – Mammalia (live young, furred, suckle with mammary glands)

Order – Carnivora (eat meat, although mostly eat plants)

Family – Ursidae (Bear Family)

Genus - Ursus

Species- arctos (Grizzly Bear)

To remember the list use the mnemonic – King Phillips could order frogs glide silently *or* have students make up their own.

In an ecosystem there are many different living things. Animals are some of the most obvious. When we think of animals, dogs, cats, horses and birds spring to mind. The Kingdom Animalia is composed of a variety of organisms ranging from mammals and birds listed above to insects, spiders, worms, and of course humans. What we have in common is that we have many cells, obtain energy by eating other organisms whole or in part and start from the fertilization of an egg cell by a sperm cell.



Activity 5: Classified Information

Teacher Activity:

Share the above information with students in a lecture. Come up with a mnemonic to help them remember the classification order e.g. Kids play cool or fun games, sweet!. Together as a group classify a number of the species listed on the Ecosystem Backgrounder (wetland, forest, old growth forest, and grassland) that you will likely encounter on the field trip.

Student Activity:

1. Have students think of two animals that are closely related, e.g. Animals in the same Class – mammals, insects, birds, etc. For example:
 - Mammals – dogs and cats
 - Insects – ants and beetles
 - Amphibians – frogs and salamanders
 - Birds – Robins and hummingbirds
 - Fish – Cutthroat trout and sockeye salmon
2. Have the students conduct some quick research on the two animals.
3. Using a piece of paper draw three columns.
 - In **column one**, write the name of one animal (e.g. dog). List below what is unique to that animal (dog) that the other animal (cat) does not have.
 - In **column three** state the name of the second animal (e.g. cat) and what is unique about that animal.
 - In **column two** list what traits they share in common.

Could the animals breed to produce offspring that is fertile and able to produce more offspring in the future? For example donkeys and horses can mate to produce mules, an infertile offspring. If they cannot produce fertile offspring, they are not the same species but could share a similar Genus.

ACTIVITY 5 OBJECTIVES

Suggested Timeline:

One science period

Materials Required:

Sheet of paper and pencil.

Work in pairs are small brainstorming groups

Setting:

Indoors

Summary:

Classify common pairs of animals to determine what they have in common and what is different.

