



Activity 15: Aquatic Times - Aquatic WILD-

Age:

Grades 1-12



Time:

Several class periods or longer

State Essential Learning Requirements:

Reading: All of 2, 3.1, 3.2

Writing: All of 1, 2, 3, 4

Communication: 1.1, 1.2, All of 2 and 3.

Science: 1.2, 3.2

Geography: 2.4, 3.1, 3.2

Arts: All of 1, 2, 3, 4.1

Materials:

Aquatic WILD Activity provided: You need newspaper and website resources

Overview:

Students investigate, write and produce a newspaper that features the salmon endangered species issue.

Washington adaptation:

Using the news releases and web sites provided, compile a newspaper on the salmon issue.

Objectives:

- To apply knowledge of salmon issues by interpreting sources of salmon information.

Critical Questions Addressed:

1. Value of Salmon
2. Endangered
3. Recovery

Resources:

- WDFW News Releases related to Salmon from 1996 to present (attached)
- Salmon website addresses (attached)

Directions:

Newspapers and media news services often write their own stories from news releases sent to them from agencies and non government sources.

- Create a special edition of Aquatic Times on Salmon. Feature your community where possible.
- Use the WDFW News Releases provided to develop stories for your Aquatic Times.
- The news releases range from 1996 to present. You can check the WDFW website and other websites for any updated information and news releases.
- Choose a news release that interests you and write a story of 3-4 paragraphs. Use the facts in the news release.
- Download salmon related pictures from the WDFW website or find your own to illustrate your story.

Extensions:

Using the news releases:

- Track the progress of the salmon issue providing a time-line of the decisions and actions.
- Feature what homeowners/businesses can do to save salmon.
- State policy of the WDFW Fish and Wildlife Commission on how they make decisions.
- Explore science and salmon: for example describe how salmon fishing seasons are crafted using what scientists know about salmon.
- Demonstrate what communities are doing to save salmon.

Make a Difference:

- Submit your Aquatic Times to the local library, Better Business Bureau, Conservation District, Cooperative Extension Office and WDFW Regional Office. Keep a copy in your school archives. Historians will value this document.

AQUATIC TIMES

OBJECTIVES

Students will: 1) identify a diversity of issues related to aquatic organisms and habitats; and 2) develop their own opinions concerning some issues involving aquatic life and habitats.

METHOD

Students investigate, write and produce a newspaper that features aquatic information and issues.

BACKGROUND

In any classroom there is a wide range of learning styles and skills among the students. The production of a newspaper requires an array of skills that include art ability, graphic sense, design capabilities, creative writing, composition, research and decision-making. This means that such an effort has a high likelihood of addressing many of the diverse skills possessed by various classmates.

This activity provides an opportunity for the students to coordinate newspaper production with information, issues, and recommendations about aquatic organisms and their habitats with others.

The major purpose of this activity is to familiarize students with a range of aquatic-related topics and issues.

MATERIALS

library resources; current nature magazines (*Ranger Rick*, *National Geographic*, etc.); writing materials
OPTIONAL: typewriters; cameras; tape recorders; computer; video equipment

PROCEDURE

1. Using an actual newspaper as a model, discuss the various parts of a newspaper. Help the students recognize that in addition to news articles, many special interest departments exist in most newspapers. Comics, sports reports, editorials, commentary, home making articles, want ads, political cartoons, food and nutrition features, entertainment information, business columns, weather predictions, daily horoscopes, obituaries and many other sections are available. Also draw attention to advertisements. Ask each student or team of students to choose one section to plan and write.

NOTE: With younger students, you may not want to spend time looking at actual newspapers. The concept of identifying and reporting news can still apply. The whole activity could even be modified to be a television news broadcast where the students each help to report orally.

2. Begin the research phase, asking the students to gather information and ideas for their chosen section. Tell them that whatever they compile has to relate to aquatic animals and plants, aquatic habitats, or aquatic-related issues. Show the students how to properly acknowledge and credit any sources they use. Each section should include a combination of information

Age: Grades 1-12

Subjects: Language Arts

Skills: analysis, communication, description, discussion, drawing, interpretation, invention, media construction, problem solving, reading, reporting, research, small group work, synthesis, visualization, writing

Duration: several class periods or longer

Group Size: small groups or individual activity as part of a class project

Setting: indoors

Conceptual Framework Reference: VI.A., VI.A.1., VI.A.2., VI.A.3., VI.A.4., VI.A.5., VI.B., VI.B.1., VI.B.2., VI.B.3., VI.B.4., VI.B.5., VI.B.6., VI.C., VII.A., VII.A.1., VII.A.2., VII.B., VII.B.1., V.A.6., II.A., II.B., II.C., II.D., II.E., II.F.

Key Vocabulary: newspaper, issue, aquatic

Appendices: Local Resources, List of Agencies and Organizations



AQUATIC TIMES

Class Visits Lake Livingston Dam and Reservoir



Our first grade class went to Lake Livingston Dam and Reservoir on a field trip because we wanted to see where our drinking water comes from. We visited the lab that is operated by TRA. We saw pickled fish. We also saw Oscar, a pet fish in a tank. He is very large and eats earthworms. We watched him eat a worm. After we visited TRA, we had a picnic down by the dam. We saw lots of birds. We saw lots of water. All twelve gates of the dam were open.



Mr. Glen Adair told us lots of things about Lake Livingston. He showed us maps of the lake and Trinity River.

Photo by MELINDA

Photo by MELINDA



Mr. Don Stovall took the observation area to look at the lake and He also showed us maps.

Phr



Mr. Bill Holder showed us the lab. He watches water to be sure our drinking water is safe. Mr. Holder is married to one of



Our class had a picnic at the dam. When we were eating, we saw some litter and we left it. We found it. We left it.

Written and Published by Room 36, First Grade Class:
Livingston Elementary School: Livingston, Texas:
Clady's May

and the students' opinions, based on what they learn through their research.

NOTE: If using the optional materials, familiarize the students with any resources they can use such as the tape recorders, word processors, software, cameras, etc.

3. Try to set the stage for both playful and serious reporting. For example:

- Water strider upends at soap spill in stream
- Oil spill threatens New Hampshire
- Crayfish die in silt avalanche
- Three million mosquito larvae died suddenly last night
- Determine the age of your goldfish by counting the rings on its scales
- Too many wells deplete local aquifer
- Garfield aboard the Calypso (cartoon)
- Dear Abalone (Advice Column)
- Aquatic recipes
- Tidal waves in history
- An interview with three grandparents about how the rivers used to be
- Sports—fish race to spawning beds!
- Herring ahead of shad in great migration

4. Once the information accumulates and writing begins, encourage the students to share their work with each other. In this way, interests can merge and different talents can be called on. Keep the students on track, making sure their writing is accurate even though they may have chosen humor or satire as their approach.

5. When enough work is completed, begin the production phase of the paper (or preparation for the news broadcast). At this point artwork can be done to accompany the stories. The artwork can be in color or black and white and can involve computer graphics. If possible, the stories should be typed or written neatly in a specified column format (3-1/2 or 4-inches wide works well).

6. The next step is the layout and design. A small group should be assigned the responsibility but with input from everyone.

7. Once the newspaper is complete, you may investigate the possibility of having copies made for each child. Most communities now have fast copy facilities that can print oversize papers. (It might be useful to check ahead of time to be sure the format can be copied.)

8. Culminate the activity with a discussion of each article or feature, emphasizing what can be learned about aquatic life and habitat from its content. Circulate the finished newspaper—for example, by posting copies on school bulletin boards!

EXTENSIONS

1. Have an aquatic poster contest.
2. Establish a current events corner about wildlife!
3. Develop aquatic advertisements based on a policy for accepting advertisements for products or services that are beneficial to aquatic environments.
4. Convert the newspaper to a video news format.
5. Visit a local newspaper; offer your articles for their use.

EVALUATION

1. Name three issues involving aquatic animals, aquatic plants or aquatic habitats. Give some information and your opinion concerning each issue.
2. Explain why it is important to accurately report environmental information to others. Describe, in your view, the characteristics of a good environmental reporter.



Aquatic Times - Aquatic WILD- Student Worksheet

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