ACTIVITY:
“I’m a Survivor”

Objectives:

1. Use field experiences and/or the Internet to research the plants and animals of the wetlands.
2. Observe and collect ecological information about the plants and animals of the wetlands.
3. Understand adaptations of plants and animals to wetland ecosystems.
4. Compare and contrast the flora and fauna of a local wetland with those of another wetland in the state, country, or world.
5. Prepare a portfolio of materials documenting the research.
6. Communicate information about the plants and animals of the wetlands.

Note: If it is not possible to provide students with a field experience, this activity can be conducted as an Internet research project.

Teaching Materials:

- Field guides (wetlands, plants, insects, fish, amphibians, reptiles, birds, mammals, etc.)
- Field gear and equipment (old clothes/shoes, nets, collecting jars, plant presses, notebook or field log, permanent marker, pencils, sunscreen, insect repellent, hat, water, snacks, etc.)
- Camera and film (digital, prints or slides) or video camera
- Tape recorder (if desired)
- Computer with Internet provider
- Copies of “I’m a Survivor: Student Field Log Sheet” (Pages 191-192)
- Copies of “I’m a Survivor: Internet Log Sheet” (Pages 193-194)
- Paper
- Pencil
Getting Ready:

1. Familiarize yourself with a variety of web sites about wetlands (see Appendix D), as well as with a local wetland field site, if desired.

2. Prepare for field trip.

3. Organize students into cooperative learning groups, if desired.

4. Distribute copies of “I’m a Survivor: Student Field Log Sheet” and “I’m a Survivor: Internet Log Sheet.”

5. Be sure that students are familiar with use of field guides, field equipment, and the Internet.

6. Describe parameters of the fieldwork, the Internet research, and the portfolio assignment for students.

7. Prepare wetland assignments for individual students or student groups. All student groups will research the local wetland field trip site. Refer to the Lake Pontchartrain Basin Foundation’s publication, A Guide to the Wetlands of the Lake Pontchartrain Basin. Assign each group another wetland in Louisiana or elsewhere in the United States for its research project.

Procedure:

1. Working alone or as part of a cooperative learning group, follow instructions on the “I’m a Survivor: Student Field Log Sheet” and the “I’m a Survivor: Internet Log Sheet.”

2. Prepare a portfolio containing documentation of your field work and Internet research on wetland flora and fauna. Include items such as:
   - Photos, slides or video
   - Audiotapes
   - Journals
   - Collected specimens (any collecting should have an absolute minimum negative impact on the wetlands)
   - Drawings or sketches
   - Maps
   - “I’m a Survivor: Student Field Log Sheet”
   - “I’m a Survivor: Internet Log Sheet”

Extensions:

1. Have students present the results of their Internet research to the class or to other classes.

2. Conduct a litter cleanup of the area around the field site.

Assessment Procedures:

Have students develop an appropriate rubric in class to evaluate their portfolios, based on the parameters of the project.