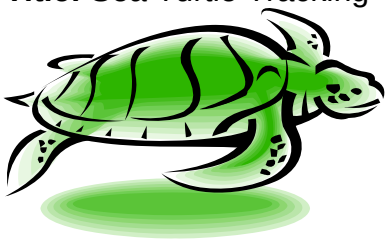
Title: Sea Turtle Tracking



Subject: Science

Grade Levels: 5th – 8th

Objectives:
Students will be able to:

- Gather information about different species of sea turtles
- Learn how to track sea turtles
- Learn how people put tracking devices on sea turtles
- Present their information of sea turtles to the class

Rationale or Purpose:
For students to learn what sea turtles are living on the earth today. They will see how to track sea turtles and how people use this tracking for information about the sea turtles.

Source:
http://www.seaturtle.org/tracking/
http://www.nationalgeographic.com/crittercam/missions.html\
http://www.nmfs.noaa.gov/pr/species/turtles/

Materials needed:

For each student:

- Computer with Internet
- Sheet of names of sea turtle and species name
- Common Questions sheet

For each group:

- Poster Board

For Teacher:

- Sheets of names of different turtles (attached)

Lesson Duration: 2 one hour classes

TEKS Objectives:

6.1(C), 6.2(A), 6.2(B), 6.2(C), 6.2(D), 6.2(E), 6.4(A), 6.4(B), 6.6(B), 6.10(A), 6.10(C), 6.12(A)

7.1(A), 7.2(A), 7.2(B), 7.2(C), 7.2(D), 7.2(E), 7.4(A), 7.11(B)

8.2(A), 8.2(B), 8.2(C), 8.2(D), 8.2(E), 8.4(A), 8.11(A)

CONNECTIONS TO AP
AP Biology:

> III. Organisms and Populations: B. Structure and Function of Plants and Animals 1. Reproduction, growth, and development 2.Structural, physiological, and behavioral adaptations 3. Response to the environment

AP Environmental Science:

> I Scientific Analysis, II ; II Interdependence of Earth's Systems: Fundamental Principles and Concepts, D. The Biosphere

Background:
Students will look up different species of sea turtles. A good site to find information about these turtles is http://www.nmfs.noaa.gov/pr/species/turtles/.

Procedure:

1. Have students form into groups of four.
2. Tell students that they are going to research one species of sea turtle. Also they will learn how scientists track the sea turtles and why.
3. Pass out sheets of names of turtles to each student. These are names of turtles that people are tracking all around the world. It is up to you to find out what species the turtle is. What is the turtle's background information? How they might have tagged the turtle for tracking purposes?
4. Have students get on a computer and go to the website: http://www.seaturtle.org/tracking/ to see what turtle they have selected. The names of the turtles can be found in the list on the left side of the web page or by searching the name.
5. Once the student has found the name, ask the teacher to verify that it is the right name. The teacher would then hand them a paper of common questions they need to answer about the turtle.
6. Now the students must gather material about that species of turtle and the background of their named turtle.

7. While the group is finding information, tell them that they must visit the site: http://www.nationalgeographic.com/crittercam/missions.html/ to see how they might tag the turtles for tracking. Tell them to click on the leather back turtle and go through the simulation. Have them write out a brief description of what they have learned. This should take 10 minutes of their time.
8. Also remind them that a good place to gather some information is the website: http://www.nmfs.noaa.gov/pr/species/turtles/ which they can click on their species of turtle to receive information on it.
9. Before the end of class, ask the students to turn in their brief description of the Critter Cam they had to have seen.

Next class period:

10. Now the groups should have some information about their species. Tell them they will have to present their species and turtle to the class.
11. Give each group a poster board and have them post information on it for their presentation. Their group will be graded by the work on their poster board presentation. Also have the students fill out a sheet to see which person did what in the group. A poster rubric would be a good idea for teachers to create prior to this lesson.
12. The presentation should include information about their species, the background of the turtle they received, a tracking map of their turtle, and any special features or behaviors their turtle has.
13. The groups should present at the end of class. Their presentation should be around 3-5 minutes each.
14. Grade the groups according to what they did in the group and how they presented their information.

Names of Turtles:

Teacher should write these names each on a different sheet of paper for students to look up the name and find the species.

Bella

Gurí

68009

Sprout/RRV274

Sao Nicolau

Fatima

Kaansaj_aak

Xinxinbaal aak

Common Question Sheet

What is their scientific name?

What is their description?

What makes this species unique?

Where are they mostly located?

Where is your turtle located?

What trend do you see from your turtle by the tracking map?

When do these turtles nest?

How many times do they nest in a year?

How did scientists tag your turtle?

Is your turtle endangered or threatened?

How might people help this species increase their population?

How long do these turtles live?