

## 3.3 Salmon Forest

### Subject

Earth and Space Science

### Objectives

The students will:

- Take notes from The Salmon Forest video
- Model nutrient cycling through a forest ecosystem

### Materials

- *Students for Salmon Journal*
- Computer with access to internet for video: *The Salmon Forest* with Richard Nelson
- Art Supplies—crayons, markers, pencils

### Size/Setting/Duration

Entire class/classroom/~45 minutes

### Background

The following website provides a great article about the interconnectedness of salmon and the forest ecosystem. You'll find the video for this activity on this webpage as well. While you watch this video be thinking about connections used in order to inspire students' thinking throughout the activity.

<http://www.encountersnorth.org/wildexplorer/salmon/forest-and-sea-salmon.html>

### Procedure

1. Have students get out their *Students for Salmon Journal*. Explain that they will be taking notes while watching a video about salmon and their connection to their habitat. Play video from the website listed above, or from YouTube ("*The Salmon Forest with Richard Nelson*")
2. After the video, students will work on the prompts under their note-taking section. This can either be done individually, or in small group discussions.
3. Once students have had the opportunity to discuss, they will use the back of their journal page to create a visual. Can they come up with a model that displays the transfer of nutrients described in the video?
4. Share discussions and diagrams as a class.

Next Generation Science Standards**Performance Expectations**

**5-LS2-1:** Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

**5-ESS2-1:** Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

| Scientific and Engineering Practices  | Disciplinary Core Ideas  | Crosscutting Concepts   |
|---|--|---|
| <ul style="list-style-type: none"> <li>▪ Developing and Using Models</li> <li>▪ Obtaining, Evaluating, and Communicating Information</li> </ul> | <ul style="list-style-type: none"> <li>▪ LS2.A: Interdependent Relationships in Ecosystems</li> <li>▪ LS2.B: Cycles of Matter and Energy Transfer in Ecosystems</li> </ul> | <ul style="list-style-type: none"> <li>▪ Systems and System Models</li> </ul> |

## The Salmon Forest

### During the Video:

Take notes on interesting facts and new ideas from the video below:

### After the Video:

The narrator focuses mostly on bears in this video. Can you name 3 (or more) other living things in the forest that depend on salmon?

List two ways salmon help the forest:

List two ways forests help salmon:

With the information you gathered from the video, create a diagram below that shows how salmon nutrients move and cycle through the forest.