

Get to Know Sea Turtles



Objectives:

- Students will utilize research skills for the purpose of gathering data on a sea turtle species.
- Students will introduce an assigned species of sea turtle to other class members.

National Education Standards:

- NS.5-8.3
- NS.9-12.3
- NTK-12.3
- NTK-12.4
- NTK-12.5

Suggested Grade Levels: 6-12 (The lesson is split into 3 levels)

Subject Area: Science, Geography (see extensions)

Timeframe: Three 50 minute class periods

Teacher Information:

This lesson will introduce students to basic background information of the 7 sea turtle species. The main goal of this lesson is for students to learn about sea turtles in enough detail to differentiate between the species. They will be researching their general characteristics, size, habitat, and nesting habits, and possibly interesting facts, migration information and/or population trends.

In today's society, people collaborate using various websites like GoogleDocs, keep in touch through Facebook and allow people to get to know one another by using Glogster. Classes use wikis to learn together. Why not allow students to use these methods to get to know sea turtle species? It will be up to the individual teacher to decide which options to allow students to choose from.



Materials:

- Computers with internet access or library books for research
- Paper, markers, glue (if projects are not computer generated)

Lesson:

1. Split the students into 7 groups and assign each group one of the 7 sea turtle species (Hawksbill, Loggerhead, Flatback, Leatherback, Kemp's Ridley, Olive Ridley, or Green).
2. Introduce the idea of using technology to get to know a species of turtle. Ask what types of technology they use to allow others to get to know them.
3. Tell students that they will be creating a website, poster, PowerPoint, etc. to teach their classmates about their assigned species. The students should do this project in a creative way to draw their classmate's interest to their assigned species.
4. Teachers should outline the requirements for the project. Students will need the following information on their project for their assigned species: general characteristics and size, habitat, nesting habits, and possibly interesting facts, migration information and/or population trends.
5. At this point, it will be up to the teacher to determine which of the following options to allow students to choose from. Please note that some of these sites do ask for email addresses, so the teacher may want to set up a classroom account using a school email account. Teachers should also familiarize themselves with the sites.
 - During the research component of the lesson, allow students to collaborate through the use of GoogleDocs or Etherpad (Etherpad.com).
 - Allow students to use Voicethread (www.voicethread.com) to create a presentation. By using Voicethread, other students will be able to give their opinions and ask questions about each other's projects.
 - Allow students create a wiki (www.wikispaces.com). The students may create a question/answer page that will allow groups to ask questions of each other's information.
 - Allow students to use Glogster (www.glogster.com) to create a poster for their species.
 - Create an interesting and creative PowerPoint by using Prezi (www.prezi.com), sliderocket (www.sliderocket.com), or Empressr (www.empressr.com).
 - Create a Facebook-like page for the assigned species. This can be accomplished by allowing the students to use paper to create a poster that looks much like a page on Facebook. Please be aware that this is more high school appropriate, since many middle school age students may not have Facebook accounts at their age.
6. Have students share the information with the rest of the class.

Extensions:

- Geography - Using a world map, have students plot the migration pattern for their assigned species. Students should then use longitude and latitude coordinates to generate points for another group to plot.
- Geography – Use sea turtle migrations to learn about other cultures. What is it like where the turtles nest? Which cultures use the ocean for resources where the turtles will pass by?
- Earth Science – Use the turtle migration patterns to study oceans. Students can learn about currents, temperature, salt concentrations. This can then be connected to their impacts on marine organisms.



These materials are provided by SEE Turtles, a non-profit project that protects sea turtles through conservation travel. Please see our website, www.seeturtles.org for other lesson plans, fundraising ideas, in-class presentations, and field trips. For more information, please contact Brad Nahill, SEE Turtles Director, at brad@seeturtles.org or 503.608.9679.

Sponsored by:



Resource Websites

All Turtle Species:

SEE Turtles Species Fact Sheets: <http://www.seeturtles.org/43/sea-turtle-biology.html>

National Oceanic & Atmospheric Administration (NOAA) – Gray’s Reef National Marine Sanctuary: <http://graysreef.noaa.gov/tw/turtles.html>

Caribbean Conservation Corporation: <http://ccturtle.org/seaturtleinformation.php>

NOAA Fisheries: <http://www.nmfs.noaa.gov/pr/education/turtles.htm>

<http://www.enature.com> (great site for researching other organisms from the food webs)

Leatherback:

Hawaii Association for Marine Education and Research:

http://www.hamerinhawaii.org/Main%20Web%20Pages/Education/Marine%20Life/Turtles/leatherback_turtles.htm

Olive Ridley:

National Geographic:

<http://animals.nationalgeographic.com/animals/reptiles/olive-ridley-sea-turtle.html>

MarineBio: <http://marinebio.org/species.asp?id=318>

Kemp’s Ridley:

Sea Turtle Inc: <http://www.seaturtleinc.org/turtles/kemps.html>

Green:

MarineBio: <http://marinebio.org/species.asp?id=51>

Loggerhead:

National Geographic:

<http://kids.nationalgeographic.com/Animals/CreatureFeature/Loggerhead>

Hawksbill:

MarineBio: <http://marinebio.org/species.asp?id=164>

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