

The Great Barrier Reef¹

Grade Level: 4-6

Objectives	<p>The students will:</p> <ul style="list-style-type: none"> • be Introduced to the Great Barrier Reef • identify the location of the Great Barrier Reef • locate Australia and the Great Barrier Reef on a map • identify why the Great Reef Barrier is important to Australia and to the World
Key Questions	<ol style="list-style-type: none"> 1. What is the Great Barrier Reef? 2. Where is the Great Barrier Reef located? 3. Why is the Great Barrier Reef important to the world?
Materials	<ul style="list-style-type: none"> ✓ Reference map of the Great Barrier Reef ✓ Hard copy of a world map ✓ <i>Know, Want, Learned</i> worksheet ✓ LCD Projector ✓ Computer with internet access 
Procedures	<ol style="list-style-type: none"> 1. Have students fill-out: Know, Want, Learned worksheet HeidenV3.pdf - Powered by Google Docs (page 11) <ul style="list-style-type: none"> - <i>Before introducing</i> the Great Reef Barrier: direct students to write what they Know about the Great Reef Barrier in the column labeled Know - <i>After introducing</i> the Great Reef Barrier: have write what they Want to learn about the Great Reef Barrier in the second column identified as Want - <i>After unit has been taught</i> about the Great Reef Barrier: let students write what they have Learned about the Great Reef Barrier in the third column entitled Learned 2. Allow students to share with the class what they wrote in the Know section of their worksheet 3. Introduction to the Great Barrier Reef <ul style="list-style-type: none"> - video clips of the Great Barrier Reef http://www.youtube.com/watch?v=QD8LBq21Ovo&feature=related - pictures of: <ul style="list-style-type: none"> sky view of the Great Barrier Reef <ol style="list-style-type: none"> 1. http://www.greatbarrierreef.org/images/greatbarrierreef_01.jpg 2. http://southasia.oneworld.net/ImageCatalog/great-barrier-reef.jpg the Great Barrier Reef <ol style="list-style-type: none"> 1. http://www.aaas.org/news/releases/2009/images/0102sp_reef_skeleton.jpg

Adapted from: [The Great Barrier Reef- A World's Treasure: A Unit of Study for Elementary Grades](#)

	<p>2. http://www.projectaware.org/sites/default/files/The_Great_Barrier_Reef_3.jpg</p> <p>marine life in the Great Barrier Reef</p> <p>1. http://img.ezinemark.com/imagemanager1/files/2010/4/26/travel/Great-Barrier-Reef-Australia6.jpg</p> <p>2. http://www.daveyandsam.com/wp-content/uploads/2009/01/diving-20the-20great-20barrier-20reef-20101-small.jpg</p> <p>4. Allow students to share with the class what they wrote in the Want section of their worksheet</p> <p>5. Satellite image of Great Barrier Reef: http://photojournal.jpl.nasa.gov/jpeg/PIA03401.jpg</p> <ul style="list-style-type: none"> - Discuss how far away the picture is taken from - Ask: How can you still see the Great Barrier Reef from so far away? - Describe how big the Great Barrier Reef is compared to different countries <p style="padding-left: 40px;">Example: about the same size of Japan</p> <p>6. Allow students to examine a physical map</p> <ul style="list-style-type: none"> • Find Australia • Examine map of only Australia http://travel-island.com/maps/australia.jpg • Locate the Great Barrier Reef on the coastline of Australia Northeast coast of Australia • Where are Australia and the Great Barrier Reef compared to North America? <p>7. Use Google Earth to show the students another view of Australia and the Great Barrier Reef</p> <p>8. What is the importance of the Great Barrier Reef?</p> <ul style="list-style-type: none"> - World Heritage Site: http://whc.unesco.org/en/list/154/ Review this site and determine what should be discussed with students - Read over criteria of what makes something a World Heritage Site and then discuss what exactly make the Great Barrier Reef a World Heritage Site: http://whc.unesco.org/en/criteria/
<p>Assessment</p>	<p>Know, Want, Learn worksheet: worksheet HeidenV3.pdf - Powered by Google Docs</p> <p>Informal observation</p>

<p>Standards</p>	<p>These are the Indiana Academic Standards that apply to this specific lesson according to: http://dc.doe.in.gov/Standards/AcademicStandards/index.shtml</p> <p>Science</p> <p>Life Science 4.3</p> <p>Observe, describe and ask questions about structures of organisms and how they affect their growth and survival.</p> <p>Social Studies</p> <p>Geography 5.3</p> <p>Students will describe the Earth/sun relationship and use global grid systems. They will identify regions; describe physical and cultural characteristics; and locate states, capitals and major physical features of the United States. They will also explain the changing interaction of people with their environment in regions of the United States and show how the United States is related geographically to the rest of the world.</p> <p>English/Language Arts</p> <p>Reading 4.2</p> <p>Students read and understand grade-level-appropriate material. The selections in the www.doe.in.gov/standards/readinglist.html illustrate the quality and complexity of the materials to be read by students. At Grade 4, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, books in many different subject areas, magazines and periodicals, reference and technical materials, and online information.</p> <p>Reading 4.7</p> <p>Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing</p>
-------------------------	---