

LESSON 4 Marine Protected Areas all over..

Lesson at a Glance

This lesson gives students a chance to explore a marine protected area in the United States, and create a persuasive, point of view report on it for the class. The report also includes a visual component.

Lesson Duration

One 45-minute period

Essential Question(s)

How do we decide the areas that need protection and the level of protection needed?

What is life like in a marine protected area?

Key Concepts

- Marine protected areas are places that are protected through regulations, rules, and laws.
- The Northwestern Hawaiian Islands are an example of a recent marine protected area that faced objections from people concerning its use. Other marine protected areas also faced similar objections and challenges.

Instructional Objectives

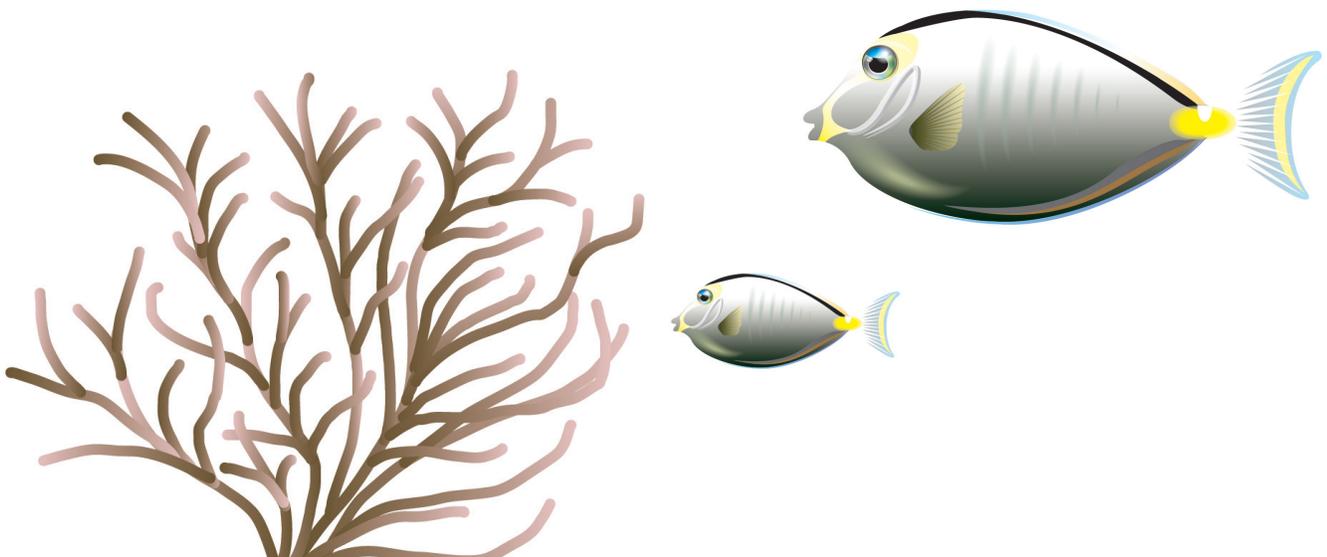
- I *can* research and describe a specific marine protected area.
- I *can* participate in class presentations about different marine protected areas.

Related HCPSIII Benchmark(s):

Science SC.4.3.2
Describe how an organism's behavior is determined by its environment.

Language Arts LA 4.2.5
Summarize main points found in informational texts.

Language Arts LA 4.4.1
Write in a variety of grade-appropriate formats for a variety of purposes and audiences.



Assessment Tools

Benchmark Rubric:

Topic		Interdependence	
Benchmark SC.4.3.2		Describe how an organism's behavior is determined by its environment	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Illustrate and explain in detail with examples how different organisms' behaviors are determined by their environment	Illustrate and explain with no examples how an organism's behavior is determined by its environment	Illustrate and give very little explanation of how an organism's behavior is influenced by its environment	Recognize that an organism's behavior is influenced by its environment through illustration only.

Topic		Constructing Meaning	
Benchmark LA.4.2.5		Summarize main points found in informational texts	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Summarize the main points and describe their connection to the main idea or focus in informational texts	Summarize the main points found in informational texts	Produce a summary that mixes insignificant points with main points	Summarize information not necessary to understanding the main points of informational texts, or repeat original text rather than summarize

Topic		Range of Writing	
Benchmark LA.4.4.1		Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as: <ul style="list-style-type: none"> narratives that follow a plot and describe a setting and characters poems that provide insight into why the topic is memorable responses to literature reports that focus on a central question and incorporate summaries from research accounts based on personal experience that have a clear focus and supporting details pieces to reflect on learning and to solve problems 	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Insightfully adapt writing to grade-appropriate formats for a variety of purposes and audiences	Adapt writing to grade-appropriate formats for a variety of purposes and audiences	Write with some adaptation to grade-appropriate formats for a variety of purposes and audiences	Write with little adaptation to grade-appropriate formats for a variety of purposes and audiences

Assessment/Evidence Pieces

Lesson
<ul style="list-style-type: none"> Student Research worksheet Student written report
Unit
<ul style="list-style-type: none"> Student Self-Reflection Monitoring Sheet (found in Lesson 1)

Materials Needed

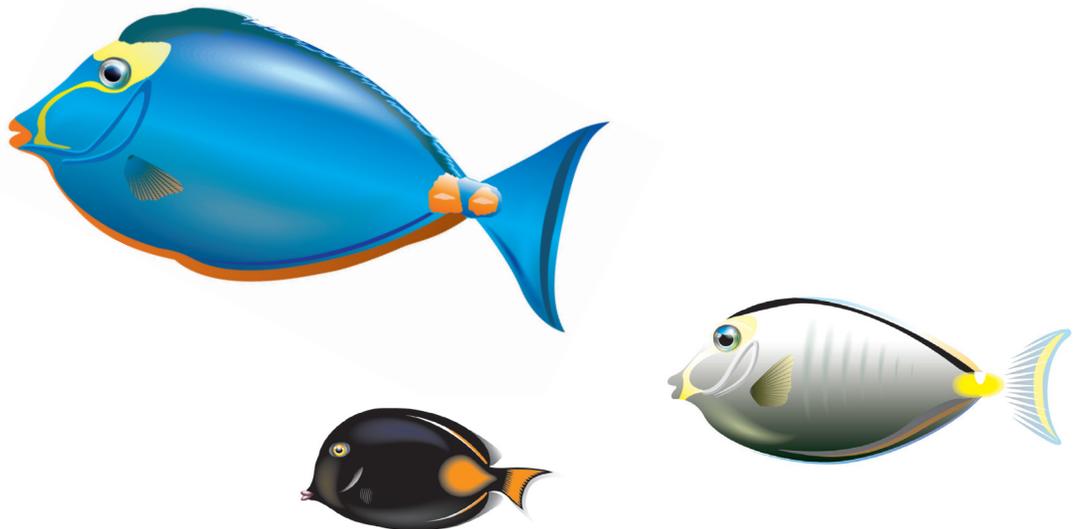
Teacher	Class	Group	Student
<ul style="list-style-type: none"> Computers with Internet access 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Student worksheet: <i>Marine Protected Areas Research</i>

LESSON 4 Teacher Reading

Exploring Marine Protected Areas - Page 1

In this lesson, students use Internet resources to research specific marine protected areas (MPA) in the United States. By researching a specific MPA, students are working toward a larger mission of education of the public about the needs of MPA for conservation in the United States. While many of the MPA in the United States are zoned for multiple uses, including fishing and swimming, many people think that they are zoned for no human use at all, which arouses a sense of discontent. Students explore the wide range of marine protected areas in this lesson, which helps them bring together the commonalities as they compare MPA in a gallery walk.

The following worksheet is based on the Level of Protection handout from mpa.gov. This worksheet was created as a resource for either the students and/or teacher to use. The language has been changed to help students understand the distinctions between each level of protection.



Marine Protected Areas Levels of Protection – Page 2

** The description of each level is a guideline, not a rule. Some MPAs may have a slightly different definition that what you see here.

Uniform Multiple-Use:

- This is an area where someone manages how people use it.
 - o People can usually boat, fish, dive, etc.
 - o The entire area has the same rules/regulations
 - § For example, if the MPA rule says that people can fish, then they can fish in the entire area.

Zoned Multiple-Use:

- This is an area where someone manages how people use it.
 - o People can usually boat, fish, dive, etc but only in certain areas
 - o Each area may have different rules/regulations
 - § For example, if one place says you can swim, you can swim there, but boats may need to go use somewhere else.

Zoned Multiple-Use with No-Take Areas:

- This is an area where someone manages how people use it.
 - o People can usually boat, fish, dive, etc. in certain areas like the level above.
 - o BUT, there are areas where people cannot take anything from the ocean. This includes, fish, sand, coral, rocks, or anything else in that area.

No-Take:

- This is an area where someone manages how people use it.
 - o People can go to the area, but they are not allowed to take anything. This means that you cannot remove anything from the area.
- *Papahānaumokuākea Marine National Monument* is the largest no-take MPA in the entire United States.

No-Impact:

- This is an area where someone manages how people use it.
 - o People can go to the area, but they are not allowed to take or leave anything. This means that you cannot remove anything from the area.
 - o These areas are very similar to “No-Take” areas, but it also says that no one can leave anything when they visit.

No-Access:

- This is an area where someone manages how people use it.
 - o No one is allowed to go to these places. EVER.
 - o Off limits to people at all times.

Modified from mpa.gov

LESSON 4

Marine Protected Area Research Project

Name: _____ Date: _____

Directions: Use the questions below as an outline for your research on a Marine Protected Area of your choice found in the United States. Once done with your research use the answers you found as a guide to write a short report on your Marine Protected Area (MPA).

For a list of Marine Protected Areas around the United States, you can go to:

<http://www.mpa.gov/nationalsystem/nationalsystemlist/>

There is a link to a PDF file of all of the MPAs around the country, along with links to their websites. To see all the MPAs in the U.S., go to **PowerPoint Marine Protected Areas in US**.

1. List each website you use and the date you got information from it:

Date: _____

Date: _____

Date: _____

2. The MPA I am reporting on is:

3. MPA's Location: (please create a map of your MPA below)

4. Type of marine habitat:

5. What animals live in this MPA?

6. What plants would you find in this MPA?

7. What specific conditions do these plants and animals need to survive?

8. What rules or regulations protect this MPA?

9. How would these rules affect human activities and behavior in this MPA?

10. What objections or complaints, if any, have people had about this MPA?

11. How could the rules of this MPA be used in the marine environment you drew in Lesson 1?

LESSON 4 Teacher Resource Checklist

MPAs All Over...

Name	<i>Summarizes main points from an informational text (research worksheet)</i>	<i>Range of writing</i>	<i>Makes a connection between the organism and environment (Q7)</i>
		<i>Reports that focus on a central question and incorporates summaries from research</i>	
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