ECOSYSTEM PHOTO HUNT

During a field trip to FortWhyte Alive, students are responsible for taking pictures that relate to the classrooms ecosystem unit. Students will use these photos to create a comic on Comic Life that teaches others about ecosystems.

MATERIALS NEEDED

Camera for each student, cheat sheet if necessary, and access to computer lab once you return to school.

THE ACTIVITY

1. Explain to students that their comic must teach two topics studied so far this year.
2. The comics should also include at least four vocabulary words. Possible topics include:
   - Ecological Succession
   - Food chains/Food webs
   - Human effect on ecosystem
   - Photosynthesis
   - Scavengers and Decomposers
   - Producers
   - Consumers
   - Protecting ecosystems
   - Abiotic and biotic parts of an ecosystem
3. Make sure to go over “outdoor expectations” of students if you allow the students to go off without complete adult supervision.

Applications: Science, Language Arts, and Art.
### Marking Rubric:

<table>
<thead>
<tr>
<th></th>
<th>0-1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>No vocabulary</td>
<td>No vocabulary words are mentioned.</td>
<td>One or two vocabulary words are mentioned.</td>
<td>Three or four vocabulary words are mentioned, but could be used more</td>
<td>Three vocabulary words are included and used effectively.</td>
<td>Four vocabulary words are included and used effectively.</td>
</tr>
<tr>
<td>words are</td>
<td></td>
<td></td>
<td>effectively.</td>
<td></td>
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<tr>
<td>mentioned.</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Comic barely</td>
<td>Comic barely mentions ecosystem topics.</td>
<td>Comic touches on one ecosystem topic, but more detail is necessary.</td>
<td>Comic touches on two ecosystem topics, but could go into more detail.</td>
<td>Comic teaches two ecosystems topics</td>
<td>Comic teaches two ecosystems topics clearly and with insight.</td>
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<tr>
<td>mentions</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>ecosystem</td>
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<tr>
<td>topics.</td>
<td></td>
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<tr>
<td>Visually</td>
<td>Visuals do not relate to ecosystems.</td>
<td>Visuals do not relate to ecosystems, with one or two exceptions.</td>
<td>Visuals relate to ecosystems, but a clearer connection to specific</td>
<td>Visuals support the ecosystems topics.</td>
<td>Visuals support and enhance the ecosystems topics.</td>
</tr>
<tr>
<td>do not relate</td>
<td></td>
<td></td>
<td>topics is necessary.</td>
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<tr>
<td>to ecosystems.</td>
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</tbody>
</table>

If you are interested in sharing your project’s results, or would like more ideas on teaching outside at your school, please contact FortWhyte Alive by email at education@fortwhyte.org.
## Ecosystem Photos

Check to see if you have photographed the following. Remember, it is okay to have more than one picture of a concept!

- Producer
- Primary consumer
- Secondary consumer
- Tertiary consumer
- Decomposer
- Scavenger
- Different types of ecosystems
- Animal habitat
- Abiotic components
- Biotic Components
- Something that demonstrates a step of ecological succession
- Something that shows how succession has been stopped
- Something that shows how succession has restarted
- Something relating to photosynthesis
- The impact of people on ecosystems
- A new thing you learned at Fort Whyte Alive
- A strange or unique thing you saw at Fort Whyte Alive
- How many live animals did you photograph?
- The impact of people on the ecosystems?

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