

Project WILD Aquatic Technology Connections



The following are new “Technology Connections” that were incorporated into a number of activities prior to printing the 2008 edition of the *Project WILD Aquatic K–12 Curriculum and Activity Guide*. These “Technology Connections” encourage students to use the Internet, a variety of computer software, video recording equipment, probeware and other technologies while learning about wildlife or sharing what they’ve discovered.

Are You Me? (page 2)

- Use the Internet to research the habitats of aquatic animals. (See page 282 for a link to information on maximizing web searches.)
- Use a computer illustration program to draw pictures of adult and young animals.

Fishy Who’s Who (page 8)

- Compile an electronic inventory of local fish habitats.
- Use the Internet to research the fish species found in these habitats. (See page 282 for a link to information on maximizing web searches.)
- Use a video camera to record interviews.

Whale of a Tail (page 10)

- Use the Internet to research additional species of whales. (See page 282 for a link to information on maximizing web searches.)
- Create an electronic graph.
- As an extension for older students, use a CAD (Computer Aided Drawing) program to map the whale.

Migration Headache (page 15)

- Use the Internet to research birds that require local wetland habitats. (See page 282 for a link to information on maximizing web searches.)
- Use the Internet to locate migratory bird flyway routes.

Designing a Habitat (page 19)

- Use a digital camera to take pictures of local aquatic habitats. (See page 282 for a link to information on maximizing web searches.)
- Assemble the photographs into a digital slide presentation.
- Take a virtual tour of an aquarium. Several aquariums include this feature on their web-sites.

Where Does Water Run? (page 21)

- Use the Internet to obtain local rainfall data. (See page 282 for a link to information on maximizing web searches.)
- Use spreadsheet software to record and graph the data. Look for patterns and trends.
- Use the Internet to research the types and impacts of pollutants found in runoff.

Water Canaries (page 24)

- Use a digital camera to record aquatic organisms found at the pond.
- Use probeware to collect and analyze pH and/or other water quality parameters. Probeware refers to educational hardware and software used for real-time data acquisition, display, and analysis with a computer or calculator.
- Compile the photographs into a digital slide show using presentation software.

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Aqua Words (page 29)

- Use a word processing program to type the poems.
- For younger students, use clipart to represent the words.

Water Plant Art (page 31)

- Use the Internet to research aquatic plants. There are several age-appropriate web sites with interactive games and activities. (See page 282 for a link to information on maximizing web searches.)

Marsh Munchers (page 37)

- Use the Internet to research food webs. There are several age-appropriate web sites with interactive games and activities. (See page 282 for a link to information on maximizing web searches.)

Wetland Metaphors (page 39)

- Use illustration software to design a wetland.
- Create a wetland coloring sheet. (Web sites available. See page 282 for a link to information on maximizing web searches.)
- Create an electronic chart comparing coastal and inland marsh habitats.

Hooks and Ladders (page 43)

- Use the Internet to research the life cycles of local aquatic animals. (See page 282 for a link to information on maximizing web searches.)
- Use the Internet to research local migratory animals.

Micro Odyssey (page 49)

- Use illustration software to draw microorganisms in pond water.
- Use the Internet to find images of microorganisms. (See page 282 for a link to information on maximizing web searches.)
- Instead of creating a mural, have the students create a digital presentation of all of the drawings created using illustration software. Debut the presentation at a parents' night or other event.

Blue-Ribbon Niche (page 52)

- Use the Internet to research organisms found in riparian zones. (See page 282 for a link to information on maximizing web searches.)
- Develop a digital presentation to illustrate and help evaluate positive and negative effects of riparian zones.
- Use a virtual globe program (several are available online) to locate streams or rivers with occasional flooding.

Fashion a Fish (page 56)

- Use the Internet to research fish identification and habitat. (See page 282 for a link to information on maximizing web searches.)

Sockeye Scents (page 61)

- Use the Internet to track the migration of salmon. (See page 282 for a link to information on maximizing web searches.)

Pond Succession (page 66)

- Create an electronic chart of the levels of succession.
- Use a computer illustration program to draw a picture of the levels of succession in a pond.

Edge of Home (page 75)

- Use a computer illustration program to create a map or model of your community and post it on your school or class website. Consider including information about the characteristics of ecotones.

Mermaids and Manatees (page 80)

- Use the Internet to research mythical creatures. (See page 282 for a link to information on maximizing web searches.)
- Create a web log ("blog") for students to post their descriptions of mythical creatures. Students may comment or elaborate on each other's descriptions.

continued

Water We Eating? (page 83)

- Use the Internet to research aquaculture and foods that derive from aquatic sources. (See page 282 for a link to information on maximizing web searches.)
- Use the Internet to research the route that an aquatic food takes to get to the local supermarket. What are positive and negative effects of transporting the food to market—for the environment, for the local economy and/or for the economy of the region of origin?
- Visit an online grocery store.

Net Gain, Net Effect (page 85)

- Use the Internet to research the history of fishing. (See page 282 for a link to information on maximizing web searches.)
- Enter the data generated by the simulation into a spreadsheet program and create a bar graph to show the number of fish caught using different nets and techniques.
- Use a digital presentation program to create a slide with the chart matching the beans or grains with the fish they represent.
- Create a web log (“blog”) to create a venue for continued discussion of the potential positive and negative issues related to the advancement of commercial fishing.

Watered-Down History (page 91)

- Use the Internet to research the history of a local waterway. (See page 282 for a link to information on maximizing web searches.)
- Use a video camera to record interviews.
- Use a computer illustration program to draw the local waterway.
- Create a digital slide presentation or web page to present the results of your research.

When a Whale Is Right (page 94)

- Use the Internet to research whales. (See page 282 for a link to information on maximizing web searches.)
- Use a video camera to record group presentations.

- Create a web log (“blog”) to share information within the groups.
- Use illustration software to create a graphic of the 10 countries which are members of the IWC.
- Create an electronic graph of current population numbers for various whale species.

Sea Turtles International (page 98)

- Use the Internet to research the wildlife management/protection policies of their state or country. (See page 282 for a link to information on maximizing web searches.)

Water Wings (page 110)

- Create a digital slide presentation to illustrate the water cycle.
- Post student poems on a web log (“blog”).

Puddle Wonders! (page 114)

- Use an electronic level to predict where puddles will form.
- Post team findings on a web site or web log (“blog”).
- Use the Internet to research animals that live in puddles. (See page 282 for a link to information on maximizing web searches.)

Riparian Retreat (page 118)

- Use the Internet to research local riparian habitats. (See page 282 for a link to information on maximizing web searches.)
- Use computer illustration software to create the artwork.
- Use an Internet-based map display program to find different riparian zones.

How Wet Is Our Planet? (page 121)

- Use the Internet to research the availability of water on Earth. (See page 282 for a link to information on maximizing web searches.)
- Create electronic graphs to show the amount of water in different locations.

continued

Facts and Falsehoods (page 124)

- As an extension, challenge students to evaluate websites for credibility. (See page 282 for a link to information on maximizing web searches.)
- Create digital presentations.
- Post group findings on a web log (“blog”) or website.
- Use a video camera to record presentations.

Plastic Jellyfish (page 128)

- Use the Internet to research the effects of plastic waste on aquatic wildlife. (See page 282 for a link to information on maximizing web searches.)
- Use a spreadsheet program to create an electronic chart for the class data. Graph the results.
- Use the Internet to research the latest technology for making plastic biodegradable.

Watershed (page 132)

- Use the Internet to research local watersheds. (See page 282 for a link to information on maximizing web searches.)
- Use an electronic distance finder to measure the area of a local watershed.
- Use a computer illustration program to draw a watershed.
- Take digital photos of students measuring the watershed.

What’s in the Air? (page 136)

- Use the Internet to research ways acid precipitation can be reduced. (See page 282 for a link to information on maximizing web searches.)

What’s in the Water? (page 140)

- Use the Internet to research sources of aquatic pollution. (See page 282 for a link to information on maximizing web searches.)
- Review electronic case studies of remediated lakes.

Something’s Fishy Here! (page 145)

- Post student stories on a web log (“blog”). You might encourage students or parents to comment on the postings.

Water’s Going On? (page 149)

- Use an online water use tracking program to keep records of water use. (See page 282 for a link to information on maximizing web searches.)
- Enter class water use data into a spreadsheet program and create electronic graphs of the results.

Alice in Waterland (page 151)

- Use the Internet to research water consumption trends and conservation methods. (See page 282 for a link to information on maximizing web searches.)
- Create an electronic flow chart to trace water in your community.

The Glass Menagerie (page 155)

- Use a spreadsheet program to record daily entries electronically.

Aquatic Roots (page 177)

Use the Internet to research local aquatic plants and animals. (See page 282 for a link to information on maximizing web searches.)

- Use the Internet to research local non-native aquatic plants and animals.
- Post group findings on a web log (“blog”) or website.
- Compile a digital slide show identifying local native and non-native aquatic plants and animals.

Where Have All the Salmon Gone? (page 180)

- Enter data from the student page into a spreadsheet program and create an electronic graph.
- Have students create a digital presentation to share with the class.

continued

To Dam or Not to Dam (page 184)

- Use the Internet to research the effects of dams on a community. (See page 282 for a link to information on maximizing web searches.)

Aquatic Times (page 188)

- Use the Internet to research possible environmental topics for newspaper content. (See page 282 for a link to information on maximizing web searches.)
- Create a web log (“blog”) for the students to discuss the design and content of the newspaper.
- Create an electronic newspaper and post it on a website.

Silt: A Dirty Word (page 190)

- Create a web log (“blog”) to conduct a class discussion on the results and effects on aquatic organisms.
- Create an electronic journal of observations.

Dam Design (page 193)

- Use a Computer Aided Drawing (CAD) program to design the dam electronically.

Kelp Help (page 195)

- Use the Internet to research the benefits of kelp. (See page 282 for a link to information on maximizing web searches.)
- Create a web log (“blog”) to discuss the student findings.
- Use illustration software to create a graphic of a food web.

Dragonfly Pond (page 198)

- Use the Internet to locate images of land use activities. (See page 282 for a link to information on maximizing web searches.)
- Create an electronic list of the pros and cons of human land use.
- Create a web log (“blog”) to brainstorm problems that their imaginary aquatic system could face due to human activities.

Living Research: Aquatic Heroes and Heroines (page 204)

- Use the Internet to research local aquatic heroes and heroines. (See page 282 for a link to information on maximizing web searches.)
- Use audio or video equipment to record the interviews.
- Compile all information gathered and post on the school or class website.