

Kill Terrariums (2 days)

Grade 5

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References:

- CPS Curriculum Guide

Benchmarks & Objectives:

GLI LS-1: Describe the role of producers in the transfer of energy entering ecosystems as sunlight to chemical energy through photosynthesis.

GLI LS-2: Explain how almost all kinds of animals' food can be traced back to plants.

GLI LS-3: Trace the organization of simple food chains and food webs (e.g., producers, herbivores, carnivores, omnivores, and decomposers)

Materials:

- Lab Notebooks
- Salt, Pinesol, Vinegar, motor oil, mud, water

Procedure:

Day 1

Divide the students into the groups where they made their Terrariums. Return the appropriate terrarium to the group. In their lab notebooks, have the students record and observe the changes that have happened in their experiments. How tall is the grass?

Explain that we are going to cause a dynamic in their terrarium. We are going to make an impact, just like impacts happen in the real world. Tell the students a story surrounding the dynamic:

Salt- Salt trucks on roads during winter

Pinesol- Truck wrecks on the highway

Vinegar- Acid rain caused by car emissions

Motor Oil- Lazy mechanic

Bleach- Malfunction at the sewage treatment plant

Mud- Nile floods every year

Water- The Mississippi floods

For each impact have the students predict what will happen, the name of the impact, the cause of the impact.

Day 2

Divide the students into the groups where they made their Terrariums. Return the appropriate terrarium to the group. In their lab notebooks, have the students record and observe the changes that have happened in their experiments. How tall is the grass? What are two observations about the grass?

Have students compare with their predictions. Have students present the results to the class.

Discussion:

Why did some people's terrariums grow better than others?

Why did grass grow better in some areas of the terrarium rather than others?

Which terrarium will die first?