

Focus on: Humans in the Garden

This lesson is meant to support the unit on Life in Changing Habitats. It can be done to generate background knowledge prior to teaching the unit, during the unit to reinforce lessons, or as a follow up to the unit to increase the retention of information. How you guide your students will depend on the information you have already taught and the information you want to introduce.

Clarifying Objectives:

4.L.1.1 Give examples of changes in an organism's environment that are beneficial to it and some that are harmful.

Key Vocabulary:

Definitions can be found at <http://learnersdictionary.com>

- Changes
- Organism
- Environment
- Beneficial
- Harmful

Focus Question(s):

What impact can humans have on the garden ecosystem?

Materials:

School Garden
Science Notebooks

Activities:

1. As a class, create a list of activities humans can do in gardens. (water the garden, plant seeds or plants, plow/till/remove plants, spray pesticides, weed, skip the weeding, over water, etc)
2. Divide students into groups. Give each group a human activity on which to focus. Have students explore the garden and imagine what impact that activity would have on the garden ecosystem if the human activity happened today.
3. Have students report their theories. Discuss.

Guiding Questions:

- What impact would your human activity have on the plants in the garden?
- What impact would your human activity have on the animals in the garden? How would they respond?
- Would your human activity be beneficial or destructive? How do you know?
- Is it possible for human activity to be helpful for some organisms and destructive to others?
- Would plants survive this human activity? Would they be helped or damaged?
- Would animals survive this human activity? Would they be helped or hurt?
- If one type of animal is killed off, would other animals be impacted by that?
- What if the plants all died? What impact would that have on the animals? Do all animals need living plants?