Lesson 2 - Populations

Purpose - Use a graph to explain how populations change.

1. Write -
    a. Vocabulary - A <u>population</u> is the number of organisms of a single species living in an area at one time.

2. Example - Label an example graph of an animal population. (print)

3. Play - A resource game (need goldfish) - Student guide.

Resource Use Game
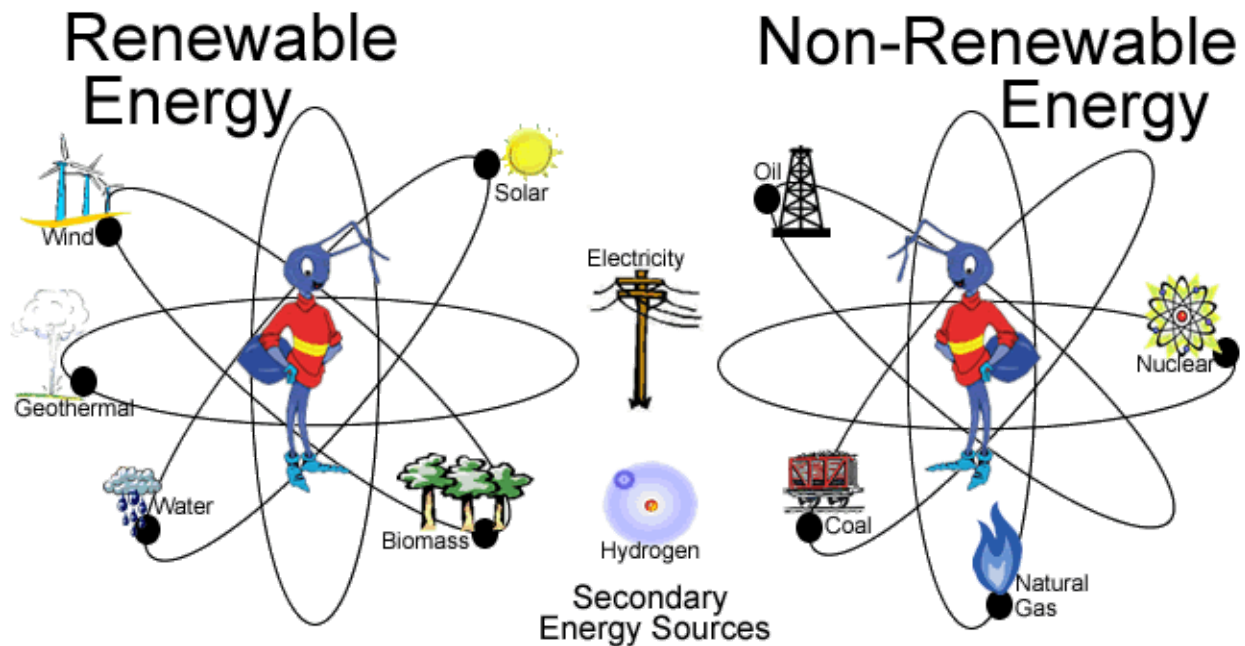
Vocabulary

Goldfish Cracker	Paper Towel	Count	Timer

Read -
Humans use a lot of different resources from the Earth. Some of them are living (like plants or animals) and some are not living (like rocks or gas). The way that we use resources can affect how much of something is available.

Some resources will always be available, like sunlight (renewable). Others will slowly have less to use, like gas (non-renewable). Finally, some living resources can keep a usable population as long as we do not use them too fast, like fish or trees (also renewable)

Use these instructions for the resource game.
Game Instructions - Part 1
1. Create the data table (below) in your notebook.
2. Get into a group (of 3 to 4 students).
3. Get a piece of paper towel.
4. Put a handful of the "natural resource" on the towel.
5. Take from your natural resources - 1 at a time, with 1 hand, and hold or eat them.
6. Take as many of the natural resources as you want until the teacher/timer says "STOP."

Data Collection - Write in your notebook.

Round	Starting #	Ending #	Crackers given
1			
2			
3			

Part 2 - discuss and continue rounds
5. The _____ is your common resource.
6. The paper towel is like a _____ that you all share.

(Teacher - replace resources as appropriate.)
7. Again, take as many natural resources as you want until the teacher says stop. (run this at least 2 more times)

Conclusion - Depending on time
Discuss this at your table
OR
Write this in your notebook.

out	renewable	animal cracker	reproduce	1

- The _____ is the natural resource that we are using.

- This resource could be replaced, so it is _____.

- For every two animal crackers, I was given _____ more. This shows that a living resource can _____.

- If my group used too many resources we would run ____.