



Invasive Animals

Concepts

Hawai‘i’s environments and animals are arguably the most unique in the world. The knowledge of Hawai‘i’s flora and fauna leads to informed political and economic decisions by the islands’ population.

Duration

1 hour

Source Material

PRISM

Invasive Animals – In Conclusion

Summary

Over the course of the Invasive Animals Unit, students have been introduced to the animals of the Hawaiian Islands, and have had the opportunity to work on material that exercises their cognitive ability to understand the negative effects of invasive animals in the islands, and identify ways of controlling them. By working on a Unit Post-Test, students will answer questions based on their experience and the material covered in the Unit. This Post-Test can be used as an indicator of gains in student knowledge.

Objectives

- Students will be able to use personal experience, prior knowledge, and knowledge acquired from the Invasive Animals Unit to accurately answer Post-Test questions.
- Students will be able to develop a greater cognitive awareness about animals of Hawai‘i as a conclusion to the unit.

Materials

Activity 1: Unit Closure and Post-Test

For each student:

1 “Invasive Animals of Hawai‘i and their Effect” Post-Test
writing utensil

Making Connections

Students will draw from personal experience, prior knowledge, and knowledge acquired during the Invasive Animals Unit to answer questions about animals in Hawai‘i on the Post-Test, “Invasive Animals of Hawai‘i and their Effect.”

Teacher Prep for Activity

Activity 1: Unit Closure and Post-Test

Make a copy of “Invasive Animals of Hawai‘i and their Effect” Post-Test for each student. Have copy of Test Key on hand during testing period, in the case that students have questions. Both the Post-Test and Test Key can be found in the Unit’s Activity: Invasive Animals – An Introduction.



Procedure

Activity 1: Unit Closure and Post-Test (Approximately 1 hour)

1. Review key concepts from the Invasive Animals Unit.
 - a. Ask leading questions such as:
 - i. What did you learn in this unit?
 - ii. What is an example of an animal found in Hawai‘i?
 - iii. What is an example of an animal not found in Hawai‘i?
 - iv. What is a native animal?
 - v. What is an endemic animal?
 - vi. What is an introduced animal?
 - vii. What is an invasive animal?
 - viii. What can invasive animals do to a local ecosystem?
 - ix. How do invasive animals invade?
 - x. Why are plants important to ecosystems?
 - xi. What are ways to control invasive animals?
2. Allow students ample time to answer questions and think through answers. Direct students to think about animals found in Hawai‘i.
3. Explain to students that before they end this unit, they will be taking a test to see how much they learned during the unit.
 - a. Tell students that this is the same test that they took at the beginning of the unit, but now they have learned all concepts to answer the questions.
 - b. Remind students to:
 - i. Read every question and give an answer to that question
 - ii. Answer questions as completely as possible
 - iii. Relax and have fun
4. Hand out test. Allow students time to complete.
5. Collect test at end of testing period.

Assessments

“Invasive Animals of Hawai‘i and their Effects” Post-Test.