
LOGGERHEAD TURTLE



GRADE: THIRD

SUBJECTS: ELA, WRITING, SCIENCE, VISUAL ARTS

Earth Songs is made possible by the Cities of Charleston and North Charleston Lowcountry Quarterly Arts Fund, the Joanna Foundation, the John and Susan Bennett Memorial Fund of the Coastal Community Foundation, the Post and Courier Foundation, and the South Carolina Arts Commission

LOGGERHEAD TURTLE

Make a line stage right

Rare, Threatened, and Endangered Species of South Carolina

Move to a new spot

Northern Cricket Frog
Bachman's Sparrow
Green Salamander
Timber Rattlesnake
Eastern Red Bat

Move to your dancing spots

Eastern Woodrat
Island Glass Lizard
Santee Crayfish
Swamp Rabbit

Eastern Cougar. Cougars were eliminated from South Carolina due to loss of the forests and due to farming and hunting in order to protect the farms. Today there are no wild populations of cougars in South Carolina.

The Little Blue Heron is threatened by habitat loss linked to climate change especially in coastal areas. Sea level rise and saltwater encroachment, as well as extreme weather events, negatively impact the species. Important nesting sites need to be protected with buffer zones to inhibit disturbance.

Bottleneck Dolphins are not endangered, but they are susceptible to human activity. Getting caught in fishing gear, pollution. Even noise pollution can interfere with their ability to communicate. Ten years after the heat wave of 2011, researchers found that dolphins' survival rates decreased by 12 percent and female dolphins gave birth less often -- a phenomenon that lasted at least until 2017.

Black Swamp Snake. The snakes reliance on fishless wetlands makes them vulnerable to habitat destruction. In the United States, many states have lost as much as 80% of their wetlands, resulting in the loss of species that are restricted to these wetland habitats. When average yearly temperatures rise, species like snakes will need adapt by migrating to warmer climates.

Loggerhead turtle

Form a giant sea turtle

- The waters off the coast of South Carolina are host to many sea turtle species, ranging from massive loggerheads to the smallest Kemp's Ridley.
- Despite their tough shells, these ancient reptiles face daily battles for survival.
- Injured turtles that wash on shore are victims of everything from commercial dredging and fishing hooks to shark and stingray attacks.

"Turtles" begin to exercise

The South Carolina Sea Turtle Rescue Center are on constant standby, ready to rehabilitative these ancient reptiles and return them to their natural ocean habitat.

One by one the "turtles" return to the ocean (spread in a wavy line close to the audience)

Tank 1 Edisto, 30 years old, found floating with a crab trap entangled around it's flipper, released 2007

Tank 2 Destiny, female green sea turtle, a cold event in North Carolina causes many sea turtles to strand on beaches, released 2009

Tank 3 2 juvenile Kemp Ridleys, Little Debbie and Squirt, hooked from a fishing pier, released June 2013

Tank 4 Caldwell, a 45-lb. juvenile Loggerhead, stranded off Hilton Head SC July 2017

Dancers weave in and out of each other in a shape line to form a circle

The Earth does not belong to us: we belong to the Earth.

What we do to the forests of the world is but a reflection of what we do to ourselves and to one another.

Hold your hands over the Earth as over a flame.

To all who love her, she gives of her strength.

For the gifts of life are the Earth's and they are given to all.

LOGGERHEAD TURTLE

AUTHOR: MARTHA DENT

GRADE: THIRD

SUBJECTS: ELA, WRITING,

SCIENCE, VISUAL ARTS

STANDARDS

ELA

Standard 4: Synthesize integrated information to share learning and/or take action.

- 4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.

Standard 6: Summarize key details and ideas to support analysis of thematic development.

- 6.1 Determine the theme by recalling key details that support the theme.

Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.

- 7.1 Explain how illustrations contribute to create mood or emphasize aspects of character or setting.
- 7.2 Compare and contrast how an author uses characters to develop theme and plot in different texts within a series.

Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.

- a.1 Use text evidence to: a. describe characters' traits, motivations, and feelings and explain how their actions contribute to the development of the plot; and
- a.1 b. explain the influence of cultural and historical context on characters, setting, and plot development.

Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.

- 11.2 Compare and contrast the reader's point of view to that of the narrator or a character.

WRITING

Standard 1: Write arguments to support claims with clear reasons and relevant evidence.

- 1.1 Write opinion pieces that:
 - a. introduce the topic or text, state an opinion, and create an organizational structure that includes reasons;
 - b. use information from multiple print and multimedia sources;
 - c. organize supporting reasons logically;
 - d. use transitional words or phrases to connect opinions and reasons

Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well structured event sequences.

- 3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:
 - a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

Standard 5: Incorporate craft techniques to engage and impact the audience and convey messages.

- 5.1 Set a purpose and integrate craft techniques to create presentations.
- 5.2 Employ metaphor, imagery, personification, and hyperbole when appropriate to impact the audience.

SCIENCE

3.S.1A.2 Develop, use, and refine models to (1) understand or represent phenomena, processes, and relationships, (2) test devices or solutions, or (3) communicate ideas to others.

3.S.1A.4 Analyze and interpret data from observations, measurements, or investigations to understand patterns and meanings.

3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can thrive, struggle to survive, or fail to survive.

2-ESS3-1 Design solutions to address human impacts on natural resources in the local environment.

3.S.1B.1 Construct devices or design solutions to solve specific problems or needs: (1) ask questions to identify problems or needs, (2) ask questions about the criteria and constraints of the devices or solutions, (3) generate and communicate ideas for possible devices or solutions, (4) build and test devices or solutions, (5) determine if the devices or solutions solved the problem and refine the design if needed, and (6) communicate the results.

3.L.5 The student will demonstrate an understanding of how the characteristics and changes in environments and habitats affect the diversity of organisms.

3.L.5B.1 Obtain and communicate information to explain how changes in habitats (such as those that occur naturally or those caused by organisms) can be beneficial or harmful to the organisms that live there.

VISUAL ARTS

Artistic Processes: Creating- I can make artwork using a variety of materials, techniques, and processes.

- Anchor Standard 1: I can use the elements and principles of art to create artwork.
- Anchor Standard 2: I can use different materials, techniques, and processes to make art.

Artistic Processes: Presenting- I can choose and organize work that demonstrates related concepts, skills, and/or media.

- Anchor Standard 3: I can improve and complete artistic work using elements and principles.

Artistic Processes: Responding- I can evaluate and communicate about the meaning in my artwork and the artwork of others.

- Anchor Standard 5: I can interpret and evaluate the meaning of an artwork.

MATERIALS

- recycled materials: cereal boxes, plastic tops
- elmer's liquid glue
- tape
- paint

INTRODUCTION

1. The teacher will present the story on the Promethean Board, providing students with a link to open and watch on their own iPads.
2. The teacher will explain that students will use this story to learn about the history of an animal that has been around for more than 100 million years. Students will look for evidence of survival characteristics needed for the Loggerhead Turtle to continue its ancient existence, construct a model of a Loggerhead using recycled materials, and write and perform a haiku poem in the style of a flash mob to describe the Loggerhead's journey of existence. A flash mob is when students randomly stand and perform, while respecting the student who stood first. This provides an opportunity to end this unit dramatically.

LESSON

1. After viewing the [video](#), the teacher will ask students to answer questions in a group and/or individually. The students will respond to the questions in a whole group setting. Students can use a sticky note, a Google Form, or respond in Seesaw (Google Classroom workflow site) to answer the questions below:
 - What were the animals discussed in the story?
 - How are they connected?
 - What was the ancient reptile?

2. Next, the students will take a [virtual field trip](#) to the South Carolina Aquarium and visit the [Turtle Hospital](#). If possible, students and teacher are encouraged to take an in-person field trip to their local aquarium.
3. Students will research the Loggerhead Turtle using the following websites:
 - [Oceanic Society](#)
 - [MyOn](#)
 - [Mackinvia](#)
4. Students will create a model of the Loggerhead Turtle using recycled materials (plastic tops, cardboard, etc.)
5. Students will create a haiku describing information they learned that would be important to the survival of the Loggerhead Turtle. See [website](#) for examples of haiku poems.
6. Students perform their haiku poems in a flash mob style, randomly standing up next to their Loggerhead model while reciting or reading their poem. This creates inspiration for survival.
7. Students will be provided exit slips to write about the design characteristics.

CLOSURE

The teacher reiterates the week-long lesson about the ancient Loggerhead leaving the students to reflect and think about what they are going to do to help the environment.

ASSESSMENT

- Students will be assessed on the performance of their Loggerhead haiku, the model of the Loggerhead, and the exit slip about the design characteristics. For the writing assessment, the teacher will grade the student writing using a rubric. See the attached multi-level rubrics for self-evaluation which can be used for writing conferences.

REFERENCES

Hutchinson, Brian, et al. "Sea Turtle Conservation." Oceanic Society, 5 May 2021, www.oceanicsociety.org/.

MackinVIA, www.mackinvia.com/.

Martinez, Sylvia Libow, and Gary Stager. Invent to Learn: Making, Tinkering, and Engineering in the Classroom. Constructing Modern Knowledge Press, 2019.

MyON®, www.myon.com/index.html.

"Sea Turtle Care Center™." South Carolina Aquarium, scaquarium.org/sea-turtle-care-center/.

"The Complex Climate." Your Haiku to the Environment, climate.miami.edu/your-haiku-to-the-environment/.

"Virtual Field Trips." South Carolina Aquarium, scaquarium.org/virtualfieldtrips/.

Narrative Writing Rubric

3rd Grade



Ask Yourself:	1 ★	2 ★★	3 ★★★	4 ★★★★
Did you establish a situation (real or imagined) and introduce a narrator and/or characters?	No, I didn't establish a situation or introduce a narrator and/or characters.	Well, I somewhat established a situation and introduced a narrator and/or characters.	Yes, I established a situation and introduced a narrator and/or characters.	Yes, I established a situation and introduced a narrator and/or characters in a very creative way!
Did you organize an event sequence that unfolds naturally?	No, I did not organize an event sequence that unfolds naturally.	Well, I somewhat organized an event sequence that unfolds.	Yes, I organized an event sequence that unfolds naturally.	Yes, I organized an event sequence that unfolds naturally in a very creative way!
Did you use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or to show character response?	No, I did not use dialogue and descriptions of actions, thoughts, and feelings.	Well, I included SOME dialogue and descriptions of actions, thoughts, and feelings.	Yes, I included dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or to show character response.	Yes, I included LOTS of dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or to show character response in a very creative way!
Did you use temporal words and phrases to signal event order?	No, I didn't use temporal words and phrases to signal event order.	Well, I used a FEW temporal words and phrases to signal event order.	Yes, I used temporal words and phrases to signal event order.	Yes, I used MANY temporal words and phrases to signal event order in a very creative way!
Did you provide a sense of closure?	No, I didn't provide a sense of closure at all.	Well, I somewhat provided a sense of closure.	Yes, I provided a sense of closure.	Yes, I provided a sense of closure in a very creative way!

Opinion Writing Rubric

3rd Grade



Ask Yourself:	1 ★	2 ★★	3 ★★★	4 ★★★★
Did you introduce the topic?	No, I didn't introduce my topic at all.	Well, I somewhat introduced my topic.	Yes, I introduced my topic.	Yes, I introduced my topic in a very creative way!
Did you clearly state your opinion?	No, I didn't state my opinion at all.	Well, I somewhat stated my opinion.	Yes, I stated my opinion.	Yes, I clearly stated my opinion in a very creative way!
Did you create an organizational structure that lists reasons?	No, I didn't create an organizational structure at all.	Well, I somewhat created an organizational structure.	Yes, I created an organizational structure that lists reasons.	Yes, I created an organizational structure that lists reasons in a very creative way!
Did you supply reasons to support your opinion?	No, I didn't supply any reasons to support my opinion.	Well, I supplied ONE reason to support my opinion.	Yes, I supplied MORE THAN ONE reason to support my opinion.	Yes, I supplied MANY reasons to support my opinion in a very creative way!
Did you use linking words and phrases to connect opinion and reasons (<i>because, therefore, since, for example</i>)?	No, I did not use linking words and phrases to connect opinions and reasons.	Well, I used SOME linking words and phrases to connect opinions and reasons.	Yes, I used SEVERAL linking words and phrases to connect opinions and reasons.	Yes, I used MANY linking words and phrases to connect opinions and reasons in a very creative way!
Did you provide a concluding statement or section?	No, I didn't provide a concluding statement or section at all.	Well, I somewhat provided a concluding statement or section.	Yes, I provided a concluding statement or section.	Yes, I provided a concluding statement or section in a very creative way!

Informative/Explanatory Writing Rubric – 3rd Grade



Ask Yourself:	1 ★	2 ★★	3 ★★★	4 ★★★★
Did you introduce the topic?	No, I didn't introduce my topic at all.	Well, I somewhat introduced my topic.	Yes, I introduced my topic.	Yes, I introduced my topic in a very creative way!
Did you group related information together?	No, I didn't group related information together.	Well, I grouped SOME related information together.	Yes, I grouped related information together.	Yes, I clearly grouped related information together in a very creative way!
Did you include illustrations when useful to aiding comprehension?	No, I didn't include illustrations at all.	Well, I included a FEW illustrations to aide comprehension.	Yes, I included SEVERAL illustrations when useful to aide comprehension	Yes, I included MANY illustrations when useful to aide comprehension in a very creative way!
Did you develop the topic with facts, definitions, and details?	No, I didn't develop the topic with facts, definitions, or details.	Well, I developed the topic with a FEW facts, definitions, and details.	Yes, I developed the topic with SEVERAL facts, definitions, and details.	Yes, I developed the topic with MANY facts, definitions, and details in a very creative way!
Did you use linking words and phrases to connect ideas (<i>also, another, and, more, but</i>)?	No, I did not use linking words and phrases to connect ideas.	Well, I used SOME linking words and phrases to connect ideas .	Yes, I used SEVERAL linking words and phrases to connect ideas.	Yes, I used MANY linking words and phrases to connect ideas in a very creative way!
Did you provide a concluding statement or section?	No, I didn't provide a concluding statement or section at all.	Well, I somewhat provided a concluding statement or section.	Yes, I provided a concluding statement or section.	Yes, I provided a concluding statement or section in a very creative way!