

---

# LOGGERHEAD TURTLE



**GRADE: FIFTH**

**SUBJECTS: ELA, 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:** DR. AMY BRAMBLE

**SUBJECTS:** ELA, SCIENCE, VISUAL ARTS

**GRADE:** FIFTH

## STANDARDS

### ELA: READING

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

Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.

### ELA: WRITING

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

Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Communication: Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

### VISUAL ARTS

- Anchor Standard 1: I can use the elements and principles of art to create artwork.

#### 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.
- Anchor Standard 4: I can organize work for presentation and documentation to reflect specific content, ideas, skills, and or media.

#### 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.



## SCIENCE

**ESS3.C** Human Impacts on Earth Systems: Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments.

**5.E.3B** Conceptual Understanding: Earth's oceans and landforms can be affected by natural processes in various ways. Humans cannot eliminate natural hazards caused by these processes but can take steps to reduce their impacts. Human activities can affect the land and oceans in positive and negative ways.

**5.E.3B.3** Construct scientific arguments to support claims that human activities (such as conservation efforts or pollution) affect the land and oceans of Earth.

**5.E.3B.4** Define problems caused by natural processes or human activities and test possible solutions to reduce the impact on landforms and the ocean shore zone.

---

## MATERIALS

- poster board
- utensils to create poster

---

## INTRODUCTION

1. Introduce the Loggerhead [video](#). Discuss how humans can unintentionally and carelessly negatively impact the Earth and affect animals. This includes pollution, global warming, and habitat loss.



---

## LESSON

1. After introducing the Loggerhead [video](#) and discussing human impact, the teacher will show students images of the effects of pollution on animals and wildlife. The teacher will ask students what the images are showing, how they think it happened, and what can be done to prevent or fix it.
2. The teacher will use text, curriculum, and additional resources to discuss different forms of pollution and human impact.
3. The writing element of this lesson is based on a Document Based Questioning format and can be edited depending on the resources used. Using the below resources, students will select three human impact issues and research or create possible solutions to each issue. Students will develop a paper where they argue why each issue is a serious problem and what can be done to address each issue. The attached rubric can be used to guide in the development of the paper and for the assessment. Students may work in pairs, small groups, or individually to research and write their papers.
4. The visual art component will be to create an informational poster to educate others about a human impact issue and how they can help. The teacher will discuss what makes a good informational poster that will motivate others to take action: clear, concise, not too many words, accurate information, a statistic, emotional connection, etc. Students can create their poster using poster board, in a Google Slide format, or [Glogster](#).

---

## CLOSURE

Students will present their poster to classmates and argue why their human impact issue is important and how their idea will help limit or eliminate the issue.



---

## ASSESSMENT

The teacher will use the attached rubric to assess the student's writing. The informational poster can also be used in the assessment.

---

## RESOURCES

Alexander, Donovan. "11 Devastating Ways Humans Impact the Environment." Interesting Engineering, Interesting Engineering, 25 Jan. 2021, [interestingengineering.com/11-ways-humans-impact-the-environment](https://interestingengineering.com/11-ways-humans-impact-the-environment).

"Humans and the Environment." BrainPOP, [www.brainpop.com/science/ourfragileenvironment/humansandtheenvironment/](https://www.brainpop.com/science/ourfragileenvironment/humansandtheenvironment/).

"Human Impacts on Ecosystems (Video)." Khan Academy, Khan Academy, [www.khanacademy.org/science/](https://www.khanacademy.org/science/).

"Multimedia Posters with 3D." Glogster, [edu.glogster.com/](https://edu.glogster.com/).

Society, National Geographic. "Human Impacts on the Environment." National Geographic Society, [www.nationalgeographic.org/topics/resource-library-human-impacts-environment/?q=&page=1&per\\_page=25](https://www.nationalgeographic.org/topics/resource-library-human-impacts-environment/?q=&page=1&per_page=25).

NAME \_\_\_\_\_

### Human Impact DBQ Rubric

Interesting Title	
Introduction Hook/Grabber Background of the problem Restating the question Thesis and roadmap	
Body Paragraph 1 Baby Thesis Evidence with citations Argument	
Body Paragraph 2 Baby Thesis Evidence with citations Argument	
Body Paragraph 3 Baby Thesis Evidence with citations Argument	
Conclusion Restated Thesis Explanation of why the thesis/issue is important Call to action	
5 paragraphs are indented Minimum of 5 sentences in each paragraph Entire paper is 12 font, Times New Roman Appropriate spacing between words and before and after punctuation	
No plagiarism, information is cited correctly	
Alignment- stays on topic in each paragraph and ties back to the main idea	
Correct Conventions Spelling Punctuation Capitalization Grammar Sentence structure- no run-ons or fragments	