

Monarch Conservation

1. Question & Research Task

Monarch butterflies are a Maryland native species and play a vital role in local ecosystems.

What is the current status of monarchs in Maryland and why should we care?

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:



Monarch butterfly on blade of grass. Image taken from [Discovery Education](#).

How can we increase the population of monarch butterflies in the Days Cove ecosystem?

2. Information Sources

Use the web resources linked below to gather information about monarch butterflies.

[World Wildlife Foundation: Monarch Butterfly](#)

[U.S. Fish & Wildlife Service: Monarchs](#)

[Monarch Joint Venture: FAQs](#)

[Maryland DNR: Monarch Butterfly](#)

If you want more information sources, search using databases on the BCPS Digital Content page found in the [Apps Portal](#)

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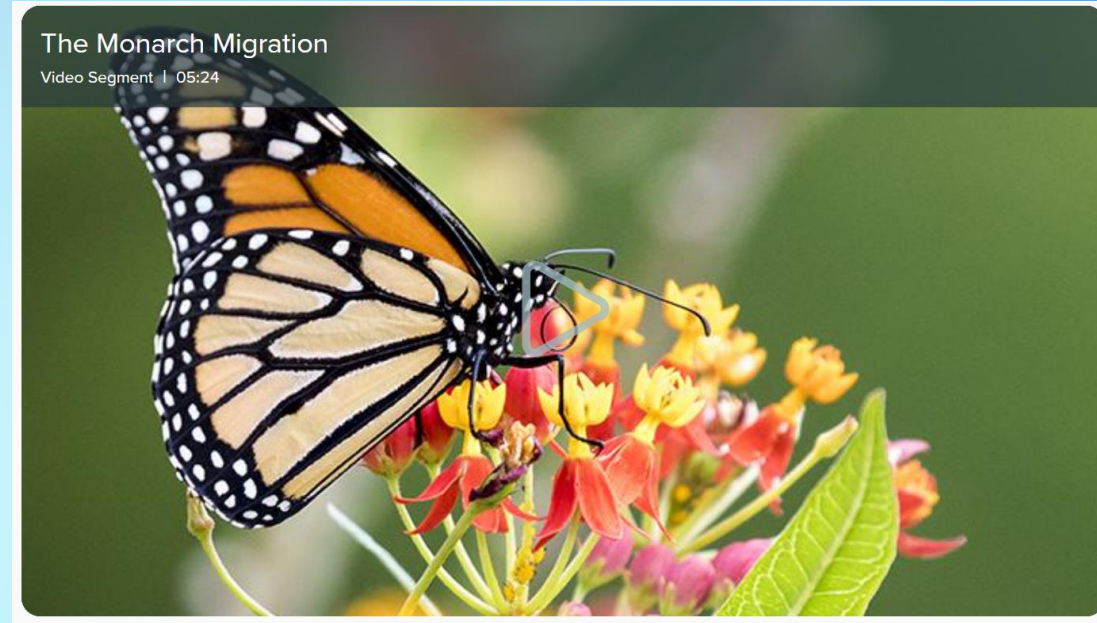
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The Monarch Migration

Video Segment | 05:24

Select the image above to view a Discovery Education video about monarch migration.

Images taken from Discovery Education.



The Monarch Migration (Spanish Version)

Full Video | 05:24

Select the image to the left to view the same Discovery Education video about monarch migration in Spanish.

3. Student Activity

Use the information sources on Slide 2 to complete the Monarch Conservation Research Organizer

MONARCH CONSERVATION RESEARCH ORGANIZER	
<i>Use the information sources on Slide 2 of the Monarch Conservation Slam Dunk to help answer the research questions below.</i>	
QUESTION	ANSWERS
1. Why should we care about monarch butterfly populations?	Type notes here:
2. What is the current status of monarchs in Maryland?	Type notes here:
3. What do monarch butterflies need to survive?	Type notes here:
4. What factors cause declines in monarch butterflies?	Type notes here:
5. What are some possible strategies for restoring monarch butterfly populations in Maryland?	Type notes here:



Monarch butterfly as a caterpillar, eating milkweed. Image taken from [Discovery Education](#).

4. Assessment Activity

Review the Monarch Conservation Research Organizer you completed and the research resources from Slide 2.

Based on your research, choose ONE proposed action that you think will help restore monarch butterfly populations in Maryland. Then list at least THREE pieces of evidence that would support your action plan.

Use this organizer to record your action plan: [Monarch Conservation Action Plan](#)



Monarch butterfly with purple tracking tag on its wing.
Image taken from [Discovery Education](#).

5. Enrichment Activities

SLIDE NAVIGATION

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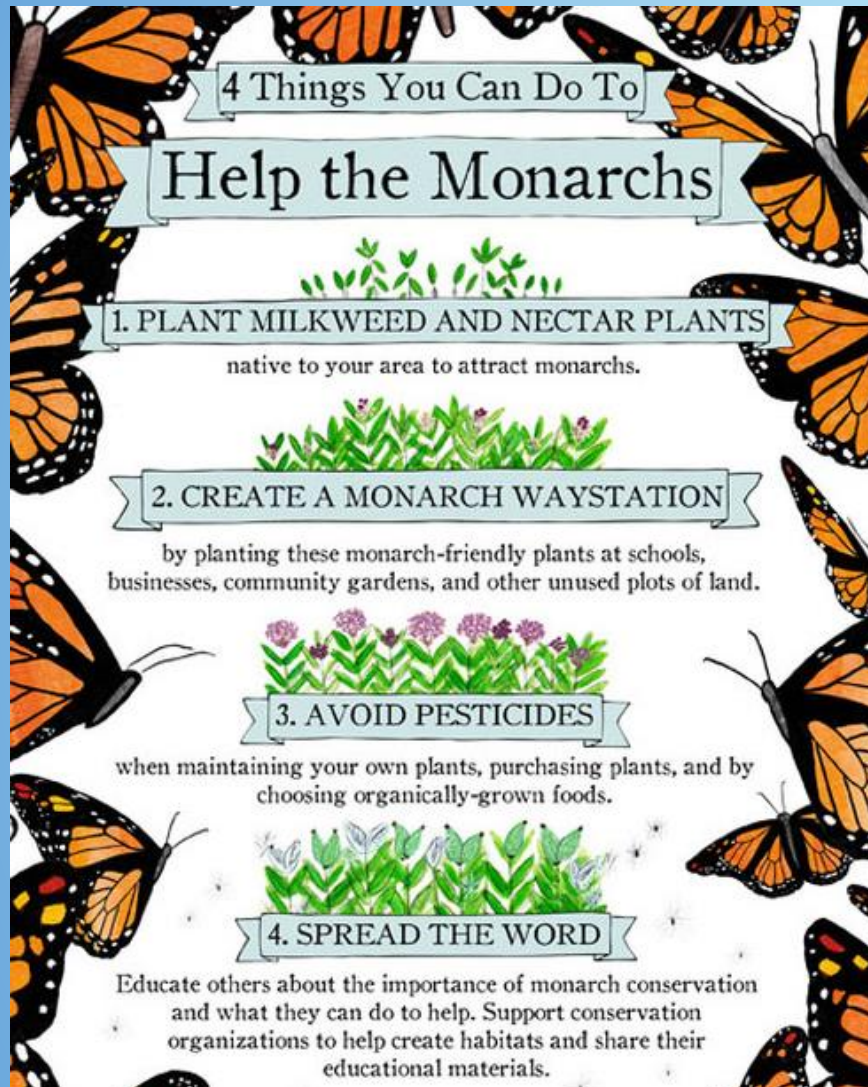
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Next



Now that you know some ways to increase monarch populations, use what you know to create a PSA (public service announcement) to educate your school community.

Your PSA should briefly state why monarchs are important, why they are threatened, and one thing that can be done to help their population levels.

If the PSA is a recorded video, it should not be longer than 3 minutes. Consider using these video productions tools:

- [Voice Thread](#)
- [Wixie](#)

You may also use Google Docs to create your PSA or any tool suggested by your teacher.

The illustration above is by artist Hannah Rosengren. It was featured in Greenpeace's Member Magazine (March 2015). Image taken from Hannah Rosengren.

6. Teacher Resources

Learning Standards Alignment

[Maryland State Curriculum /Content Standards](#)

Standard 3.0 Life Science Topic D. Evolution

Indicator 1. Explain that in any particular environment, the growth and survival of organisms and species depend on the physical conditions.

Standard 6.0 Environmental Science

Topic B. Environmental Issues

Indicator 1. Recognize and explain that human-caused changes have consequences for Maryland's environment as well as for other places and future times.

[Common Core State Standards for English Language Arts & Literacy](#)

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

AASL Standards Framework for Learners Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

[P21 Framework: 21st Century Student Outcomes](#)

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.

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Grade 6, Science, Unit 3

Objective: Students will be conduct brief, focused research in order to determine how they can increase the population of monarch butterflies in the Days Cove ecosystem by creating a monarch conservation action plan.

Time Frame: Two 50-minute lessons or one 90-minute lesson.

Differentiation strategies for this lesson:

- Have students use learning supports provided in BCPS Digital Content found in the [Apps Portal](#). Refer to [Digital Content Snapshot/Support pages](#) as needed.
- Teacher can provide printed versions of the organizers attached to this lesson.

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Provide students with login information as needed to authenticate BCPS Digital Content. Login information is available on the **BCPS Digital Content** page found via the [Apps Portal](#)

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