

VIVID VIRGINIA

BEFORE 2: What are Invasive Plants?

Before your visit to provide a foundation for understanding interactions between invasive and native plants and the human connections and impacts.

Background: one of the topic that students will explore while at Blandy focuses on native and invasive plants. For teacher background information <https://www.fs.usda.gov/wildflowers/invasives/index.shtml> and <https://insider.si.edu/2013/04/top-six-invasive-plant-species-in-the-united-states/>.

Standards Addressed: Science (2018) 3.5, 3.8; 4.3, 4.8. Social Studies 3.6, VS.2

Instructional Strategy:

1. Prep: If possible, bring in specimens of common invasive plants; Honeysuckle and English Ivy are two that are common in most of the U.S.
2. Introduction: Ask student to watch this video.
https://www.youtube.com/watch?v=mUssO68D2eM&feature=emb_err_watch_on_yt
3. What were key points in the video? Generate a list on the board of key points.
4. Explain that there are many emerging invasive plants and animals. One is hydrilla or water thyme.
5. In pairs or groups of three, ask students to read the hydrilla information sheet and look at the maps.
6. This activity integrates with map reading skills in social studies. Student questions
 - a. Look at the maps: Where was hydrilla first noted in the U.S. When?
 - b. In what states was hydrilla found in 1990?
 - c. How many states has hydrilla invaded? Is that half of the state in the U.S. or less?
 - d. What do you predict will happen in the next five years? Ten years?
7. Stewardship. What can you do?
 - a. Ideas include raising awareness through information campaigns, further research into hydrilla and how to control it, asking an expert, or starting up a removal campaign.