

Spotted Knapweed Activities

Pulling Weeds Quiz Show
Play Audio Track #15
(20 minutes)

Levels Grades 4-8
Subjects Science, Language Arts
Skills Solving, Describing, Identifying
Concepts Structure and functions of living things; interactions among technology, science and society
Objectives Students will learn how to identify noxious weeds and what to do--early detection and rapid response (EDRR) Students will understand cultural methods of removing noxious weeds--when and when not to hand pull, mow, dig.
Materials (20 student class-size) <i>What's in Your World?</i> CD audio track #15 (inside the back cover) - 1 per class desk bell 3x5 recipe cards with questions and answers - 1 set of 20 cards for the class

Time Considerations Preparation - 1 hour Activity - 20 minutes
Lesson Overview • Pulling Weeds Quiz Show (20 minutes)
Background Early Detection, Rapid Response (EDRR) is a Federal initiative in the National Invasive Species Strategic Plan. The basic concept of the initiative is that prevention is less costly to the environment and to socio-economics than the management of infestations. The key learning tools for EDRR are early detection (identification and mapping), rapid response (reporting and management). Volunteers are the key players because citizen groups are armed with knowledge to recognize, inventory, and report invasive weeds. The second component that falls more directly in the responsibility realm of watershed groups, weed districts, and land management agencies is what to do about the early sighting. <i>Do you know who to call with a weed sighting report?</i>

PULLING WEEDS QUIZ SHOW LESSON DETAILS

STEP ONE. Tell the students why hand pulling is not always effective to stop weed spread. (taproots are okay to pull--spotted knapweed, houndstongue; plants with complex and rhizomatous root systems are encouraged to grow when pulled--Canada thistle, leafy spurge--and typically perennials because they live more than two years)

Because you wrote questions on the 3x5 cards before the activity, begin by asking the students-- *What does rhizomatous mean?* Explain Step Two. Then ask-- *What does EDRR stand for? Name one reason how weeds can impact the landscape negatively. What kind of hay is required on public land? Name one way that weed seeds got here. Name one intentional way that a weed was introduced for ornamental purposes.* (toadflax - butter and eggs) *Name one intentional way that a weed was introduced for medicinal purposes.* (St. Johnswort)

STEP TWO. Ask the students for three volunteers to sit in three chairs at the front of the room. Place the desk bell where they can reach it. Tell the rest of the class to remain quiet.

Tell the students not seated in the front of the room to pick a card and ask a question and whoever rings the bell first gets to answer it. The student has the option of asking a question from a lesson that they remember strongly or the one on the card.

The correct answer is rewarded with a token and it allows the student to leave the front of the room and another student to come up and sit in the chair.

(prepare up to twenty questions and end with the hand pulling question) *What do you need to know about the plant's root system before deciding whether to pull it or not?* Ask the students to discuss which plants they think are okay to pull and which ones are not.

Finish the game when all twenty questions from either the card or the alternate provided by a student are asked and answered.