

Program Summary

Grades: K - 3

Duration: 30 - 40 minutes

Program Description:

Insects are key members of any environment in which they are found. They make up the majority of the biodiversity of life on our planet and maybe other organisms depend on the survival of just a few species! In this program, students will learn about what makes an insect an insect, and why they are so incredibly important to life on Earth. We'll discuss some of the major risks that their populations are facing and what we can each do to help them out.

This program will take place on Zoom. It is designed to be a collaborative lesson between the students and the museum facilitator. We ask that your students be split into small groups for some of the activities. A week prior to your field trip, you will receive a teacher packet with information, as well as worksheets to make copies of.

Activities:

- Students will work together to identify insects and non-insects.
- With materials that are easily gathered from around the home, park, or school, students will learn how to build a home that can attract beneficial insects to their yards and gardens.
- Students will learn about simple ways they can support insects in their communities.

Program Goals:

- Students will learn about the fields of entomology and ecology.
- Students will develop an understanding for the importance of insects in environments across the planet.
- Students will work together collaboratively with each other as well as the instructor to solve problems and develop ideas.

Learning Targets

Students Will:

- Understand what an insect is and what characteristics make an animal an insect.
- Learn what environments insects are found in and their importance to the survival of those ecosystems.
- Learn the role of insects in human activities.
- Learn about and discuss conservation efforts for insect populations.

Learning Standards

Wisconsin Science Standards:

- SCI.CC1.K-2 Students recognize that patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence.
- SCI.CC2.K-2 Students learn that events have causes that generate observable patterns. They design simple tests to gather evidence to support or refute their own ideas about causes.
- SCI.LS1.A.1 All organisms have external parts that they use to perform daily functions.
- SCI.LS2.A.2 Plants depend on water and light to grow. Plants depend on animals for pollination or to move their seeds around.
- SCI.LS1.D.2 There are many different kinds of living things in any area, and they exist in different places on land and in water.
- SCI.ESS2.E.K Plants and animals can change their local environment.
- SCI.ESS3.C.K Things people do can affect the environment but they can make choices to reduce their impacts.

Next Generation Science Standards:

- K-ESS3-1 Earth and Human Activity. Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.
- K-ESS3-3 Earth and Human Activity. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.
- K-LS1-1 From Molecules to Organisms: Structures and Processes. Use observations to describe patterns of what plants and animals (including humans) need to survive.
- 2-LS4-1 Biological Evolution: Unity and Diversity. Make observations of plants and animals to compare the diversity of life in different habitats.
- 3-LS3-2 Heredity: Inheritance and Variation of Traits. Use evidence to support the explanation that traits can be influenced by the environment.
- 3-LS4-4 Biological Evolution: Unity and Diversity. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

Contact Information

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