

Construct a hanging of labeled ropes on the sizes of the marine mammals the class sees, including southern sea otter, harbor seal, California sea lion, great white shark, and Orca. Newsprint stuffed may be used for realistic effect, and put on wall(s).

Compare leaves and stems of dune / coastal scrub plants and plants found near the school grounds. How are they similar and how do they differ. (The dune / costal scrub plants all utilize methods to conserve moisture such as waxy, furry, spiny, or woody leaves in colors that tend to not absorb heat.) This inquiry could include drawings and investigations wit hand lenses.

Draw or make in clay what humans could add to our bodies to be more like marine mammals to survive and swim better in the cold coastal waters (about 47 °F.)

Prepare a skit between sea otter, harbor seal, and sea lion on who is the most outstanding marine mammal and why. Their different physical characteristics should be researched and used in this skit. Appropriate costumes or symbolic costumes stressing differences between species could be used.



Sponsored by
The Point Lobos Association

Inquiries

Activities and Projects for Older Students

Some activities and projects can be accomplished at the Reserve. Piney Woods picnic area is the best place for group gatherings. Other activities are best accomplished back at school.

Point Lobos State Reseve
Route 1 Box 62
Carmel Ca 93923



Compare and diagram the differences between a Monterey cypress tree in the middle of the Allen Memorial Grove and one out on the ocean bluffs. List three ways they have adapted to their particular position in their grove.

Examine and classify things you find in an Indian midden mound. Predict what else may have been in the "mound." Contrast this with what a midden mound outside one of our houses would contain. Predict what would remain out of our midden mound in a thousand years. Describe how Indians might have done their own recycling.

Prepare a skit in which 2 poison oak plants talk frankly with 2 students who portray tourists. Each should describe their needs and their positive contributions to the environment. Students should prepare appropriate costumes - plants (botanically correct details) and tourists (satire?)

Compose a song or rhyme that marine mammals, trees, or plants like poison oak might make up about tourists and read or perform it for the class.

Think of and illustrate as many puns about natural things as a group can. Examples: A submarine canyon. A mud slide.

Estimate the total number of hairs on the sea otter's pelt at the Information Station if one square inch contains about 600,000 hairs. (Foot rulers or tape measures may be helpful, but estimation is adequate.)

Count and classify the animals under a fallen log section on the trail (then replace the log!!) Sample a total of 3 log sections and compare what was found. Generalize as to how much life exists under fallen wood in a forest.

Compare a forest floor area that has been burned at the Reserve recently in a "controlled burn" with a section of the same forest that has not. Measure with floor rulers or meter tapes the heights of plants in each. Compare differences both physically and emotionally. (You may wish to relate this to burnings the Coastal Indians carried out and propose reasons why.)

Mindmap and / or brainstorm positive and negative results of leaving fallen trees on the ground as opposed to cutting them up and hauling them away for firewood. Determine a "best" course of action and justify.

Compare fallen trees left in the forest to piles of kelp washed up on the beach. How are they similar and how are they different?

Prepare a skit between two trees and two giant kelp plants in which they compare who does more for the environment. Skit will include what is alike about the two and what is different. Students should make appropriate costumes.