Nov 15 Engage Invasive Species

Part 1

Directions: Read the scenario below about the kudzu vine, then decide which student you agree with. Record who you agree with and why.

The kudzu plant was brought to the United States from Japan in the 1800s to use as an ornamental bush. Farmers began to use it in the 1930s to prevent soil erosion. Farmers quickly found that kudzu could spread at a rate of 2,500 acres per year, competing with the native plant life for light. Kudzu grows over the native plants and blocks the sun, eventually causing the plants to die.

Student A: "I don't think that introducing a new species into an ecosystem will have any effect on it if it is already a healthy ecosystem."	**Student B:** "I think that bringing a new species into an area where it is not native has negative consequences. It can harm organisms in the ecosystem."	**Student C:** "I think that bringing a new species into an area is always a great idea. It will add more food to the food web and increase the amount of organisms that can live there."

I agree with Student _____ because _____.

Part 2

Directions: For each statement below, write either TRUE or FALSE.

1. All invasive species escaped from owners into the environment. _____
2. Invasive species can only be animals. _____
3. Invasive species succeed because they have lots of food and not many predators to eat them. _____
4. All invasive species are dangerous and violent. _____
5. All invasive species were intentionally released into their new environment. _____
6. To be an invasive species, the organism must affect the new environment in some way. _____

Directions: Choose the words below to label the pictures of the invasive species.






LIVEWORKSHEETS