



Activity #2

# A Day in the Neighborhood: Skits about the Intertidal Zone

## ● ● ● Class Period One *Skit Preparation*

### Materials & Setup \_\_\_\_\_

*For each student*

- Student Page “A Day in the Neighborhood: Skits About the Intertidal Zone” (p. 42)

### Instructions \_\_\_\_\_

- 1) Divide students into the same groups they were in during the previous activity.
- 2) Hand out the Student Page “A Day in the Neighborhood: Skits About the Intertidal Zone.” Using this sheet as a guide, student groups will plan and perform a five-minute skit about life in a particular subzone of the intertidal zone.
- 3) Review the instructions and guidelines with students, and give them the rest of the class period to work in their small groups to plan the skit.

### Recommendation \_\_\_\_\_

Give students longer than just overnight to research, write, and prepare their skits. If this is possible, schedule the performances to take place in several days (or after a weekend), and move on to another topic during the intervening periods.

## ● ● ● Class Period Two *Skit Performances*

### Materials & Setup \_\_\_\_\_

- Twenty-five copies, “Skit Assessment Chart” (master, p. 41)

### Instructions \_\_\_\_\_

- 1) Have students sit together in their groups. Give each group four copies of the “Skit Assessment Chart.” Group members will use these charts to assess other groups’ skits. Different group members should take responsibility for assessing each skit.
- 2) Have student groups put on their skits, beginning at either the top (splash zone) or bottom (subtidal zone) and taking the subzones in order. You may place tidepools at the beginning or the end, regardless of which zone you begin with.



## Activity #2

### Marine Unit 3

---

- 3) After all skits have been performed, ask students to discuss what they learned about the intertidal zone from the skits. Begin this discussion by having students make comparisons between the subzone they studied and other subzones. Then ask students to identify commonalities and patterns among all of the subzones.

### Journal Ideas

---

- Write a first-person narrative about a day in the life of a plant or animal in the subzone that you studied.
- Look around you and find some other examples of zonation. Describe them and the conditions that create them.

### Assessment Tools

---

- Student skits: Use the “Skit Assessment Chart” (p. 41) to help gauge students’ performance.
- Groups’ assessments of other groups’ skits
- Participation in the class discussion
- Journal entries



# Skit Assessment Chart

Group members

Subzone

Assessment Criteria	Notes
Explains environmental conditions in the subzone	
Dramatizes at least three examples of how organisms in the subzone respond to or protect themselves from changing environmental conditions throughout the day and night	
Dramatizes at least three examples of how organisms interact with each other in the intertidal zone These organisms may include plants, animals, and humans.	
Involves everyone in the group	
Is five minutes long	
Other (e.g., originality)	



# A Day in the Neighborhood: Skits About the Intertidal Zone

Work with your group to write and perform a five-minute skit about a typical day in the intertidal zone. Your skit should:

- 1) Explain environmental conditions in the subzone.
- 2) Dramatize at least three examples of how organisms in the intertidal zone respond to or protect themselves from changing environmental conditions throughout the day and night.
- 3) Dramatize at least three examples of how organisms interact with each other in the intertidal zone. These organisms may include plants, animals, and humans.
- 4) Involve everyone in your group.

Use the information on the intertidal zone species cards and what you learned from the class discussion and homework assignment as the basis for your skit. You may also do additional research to bring in information that other groups in your class may not think of or include in their skits. Your skit might include dance, songs, chants, reflections of cultural significance, and other creative elements.

## Research Resources

Tide charts

Fielding, Ann, *Hawaiian Reefs and Tidepools*, Island Explorations, Makawao, Hawai'i, 1998.

Fielding, Ann and Ed Robinson, *An Underwater Guide to Hawai'i*, University of Hawai'i Press, Honolulu, 1993.

Hobson, Edmund S. and E. H. Chave, *Hawaiian Reef Animals*. University of Hawai'i Press, Honolulu, 1990.

Hoover, John P., *Hawaii's Fishes: A Guide for Snorkelers, Divers and Aquarists*, Mutual Publishing, Honolulu, 1993.

\_\_\_\_\_, *Hawai'i's Sea Creatures: A Guide to Hawaii's Marine Invertebrates*, Mutual Publishing, Honolulu, 1998.

Merlin, Mark, *Hawaiian Coastal Plants: An Illustrated Field Guide*, Pacific Guide Books, Honolulu, 1999.

Randall, John E., *Shore Fishes of Hawaii*, Natural World Press, 1996.

## Suggested Internet Keywords

Algae  
Intertidal  
Marine invertebrate  
Marine fish  
Tidepool  
Species name (scientific, Hawaiian, or common)

You may add "Hawaii" to any of the above search terms to narrow your findings.