

# How Different Scientists Study the Same Ecosystem

## Summary

Students will learn the types of sciences that study different aspects of an ecosystem. Then they will choose a type of scientist they would like to be as they research an ecosystem in Utah.

## Time Frame

4 class periods of 60 minutes each

## Group Size

Individual

## Materials

- [student "Scientists" handout](#)  
(attached)
- [readings](#)  
(attached)  
Access to computers or books on Utah's ecosystems, mammals, reptiles, plants, meteorology etc.  
Butcher paper  
Markers  
Glue  
Scissors
- [Reflection sheet](#)  
(attached)

## Background for Teachers

As a class students will then make a poster of the ecosystem chosen. Each group will share what they learned about the ecosystem with their classmates who studied from the standpoint of a different scientist.

### Time Needed:

DAY 1: (45-50 min.) Learning the type of sciences that study ecosystems

DAY 2-3: (90 min) Research and write.

Day 4: Put together poster.

Day 5: Presentations of poster/s

## Student Prior Knowledge

Knowledge of the abiotic and biotic factors included in an ecosystem is required.

## Instructional Procedures

Possible introduction is to review what makes an ecosystem.

Handout: ["How Different Scientists Study the Same Ecosystem" and the science readings.](#)

Give students time to discover what the focus of study is for each scientist on the list and how they contribute to the student of other scientists.

Hand out "Ecosystem Study." Let students choose what field of science is most interesting.

Choose an ecosystem or ecosystems of Utah to study.

Give students time in class to research their topics and put together the poster.

Handout the [reflection student sheet](#). Students are responsible for presenting their information to the class and taking note on others presentations.

### Bibliography

Lesson Design by Jordan School District Teachers and Staff.

### Authors

[Utah LessonPlans](#)