



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.



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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)