

# Barrier Island Basics and Sea-level Rise

## Draw a Barrier Island

### Overview

Students express what they currently know about barrier islands through drawing a picture, which will allow the teacher to assess their knowledge.

### Grade Level

7th - 12th

### Materials

- paper
- pencil

### Time Required

45 minutes

### Objectives

Students will demonstrate their current knowledge of barrier islands, including general topography, and the plants and animals that live there.

### National Science Education Standards

#### Standard C: Life Science

- Interdependence of organisms
- Matter, energy and organization in living systems
- Behavior of organisms

#### Standard F: Science in Personal and Social Perspectives

- Natural resources

#### Standard G: History and Nature of Science

- Science as a human endeavor
- Nature of scientific knowledge
- Historical perspectives

### Procedure

1. Divide the class into groups of 3-4 and have each group draw a picture of a barrier island.
2. As the students draw, the teacher may ask questions to stimulate ideas.
3. Allow students to draw the island for 5 minutes.

### Discussion

Have each group present their picture to the class. Students will have to explain why they drew the island the way they did.

How did the term *barrier island* help them decide what to draw?

The teacher may point out to the class features of the drawings that are the same and different. On the board, create a list of the plants and animals in the drawings.



National Park Service

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