Microscopes to Middle Schools
Providing Hawai‘i’s middle school teachers with the tools and training to teach about plankton

Date: Saturday, December 3, 2011
Time: 9:00 a.m. - 3:00 p.m.
Location: UH Manoa Campus, O‘ahu
UHS room 107

Instructors:
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Workshop Goals and Outcomes
During this one-day workshop, Hawaii’s middle school teachers will learn about plankton and their important roles in ocean ecosystems, climate regulation and our daily lives. Though a lecture and discussion, participants will learn content knowledge and obtain presentation materials for use in their classroom. They will then participate in two plankton labs: (1) phytoplankton identification from images, and (2) zooplankton identification from samples using a microscope. Participants will leave the workshop with all the necessary tools and training to collect and observe plankton with their classes, including a plankton net, digital microscope, standards-based lesson plans, supporting materials and ideas for inquiry-driven student research.

Background
The oceans are of vital importance to life on Earth: they regulate climate, provide food and oxygen and cycle essential chemical elements and compounds. Marine microbes are the drivers of these ocean processes. For example, phytoplankton (plant-like plankton) form the base of the marine food web and produce over half the oxygen that we breathe. However, phytoplankton and other microbes can be difficult to conceptualize because they cannot be seen without specialized equipment.

So, how do you get students interested in learning about something they can’t even see? One way is to start with something they can see! If you go up one step in the food web from phytoplankton, you’ll find zooplankton. Zooplankton are a diverse group of organisms that feed upon smaller phytoplankton or other zooplankton, or are parasites. Some zooplankton spend their entire lives drifting in the sea. Others only spend part of their life cycle as plankton and then grow up to become fish, crabs, corals or lobsters. Zooplankton can be easily caught and studied right from shore. After completing this workshop, teachers will be able to collect, observe and study plankton with their students through inquiry-driven projects.

Schedule
- 9:00  Introductions
- 9:15  Lecture & Discussion: plankton and microbial oceanography
- 10:00 Break
- 10:15 Image-based Lab: Phytoplankton identification
- 11:15 Lunch
- 12:15 Microscope Lab: Microscope set-up, zooplankton collection training and viewing
- 2:15  Additional resources (plankton lessons, student project ideas)
- 2:45  Evaluation
- 3:00  Pau
Participants & Expectations
Priority will be given to middle school science teachers at DOE schools. Others may participate as space allows, but will not leave the workshop with equipment. After completing the workshop, participants are expected to maintain proper care of the materials provided, share the resources with other instructors at their school, train other teachers in equipment use and participate in follow-up survey of equipment use. Additionally, C-MORE staff will offer supplementary training during webinars as a follow-up to the professional development workshop. Webinars will be timed to coincide with some departmental meetings.

Materials Provided (One set of supplies per DOE middle school)
One participant from each DOE middle school will leave the workshop with the following equipment, valued at over $1775, for use at their school. The equipment is to be stored at their school at a location easily accessible by other science teachers:

- Motic DN-143 Digital Stereo Microscope (with spare bulbs)
- 80 µm mesh plankton net
- 2 tow lines (~15 m and ~3 m lengths)
- 2 Collection jars (one weighted, one plain) with lid
- 53 µm plankton sieve
- 500 ml wash bottle
- 2 Petri dishes
- 3 dissecting needles

Materials Not Provided but Recommended for the Workshop
The microscope attaches to a computer and projector for classroom viewing. Teachers are encouraged to bring a laptop computer to the workshop so we can assist with software installation and use. However, if this is not possible, teachers can install the software on their classroom computer when they return to school.

Registration
The first workshop will be held on O‘ahu. Neighbor island teachers, please look for upcoming announcements of Microscope workshops on your island. Middle school science teachers interested in registering for the workshop may request a registration form from Jim Foley (foleyj@hawaii.edu).

Cost & Credits
There is no cost to participate in this workshop. Participants completing the workshop will receive 3 HOUSSE points for this workshop.

HCPS III Standards Addressed

**6th GRADE**

**Benchmark SC.6.1.1** Formulate a testable hypothesis that can be answered through a controlled experiment

**Benchmark SC.6.1.2** Use appropriate tools, equipment, and techniques safely to collect, display, and analyze data

*We will discuss how to conduct experiments with the plankton net and discuss data collection methods and questions that students could answer using the equipment. Example: Use the net and microscope to answer the question “Are the plankton found at [location] the same during morning, noon and night?”*

**Benchmark SC.6.2.1** Explain how technology has an impact on society and science

**Benchmark SC.6.2.2** Explain how the needs of society have influenced the development and use of technologies

*We will discuss how microscope technology has developed and examine some microscopic discoveries that have changed the world.*
Benchmark **SC.6.3.1** Describe how matter and energy are transferred within and among living systems and their physical environment

*We will discuss the role of plankton in biogeochemical cycling in the ocean.*

**7th GRADE**

Benchmark **SC.7.1.1** Design and safely conduct a scientific investigation to answer a question or test a hypothesis
Benchmark **SC.7.1.2** Explain the need to revise conclusions and explanations based on new scientific evidence
Benchmark **SC.7.1.3** Explain how energy moves through food webs, including the roles of photosynthesis and cellular respiration
Benchmark **SC.7.2.1** Explain the interaction and dependence of organisms on one another
Benchmark **SC.7.2.3** Explain the need to revise conclusions and explanations based on new scientific evidence

*We will discuss how to conduct experiments with the plankton net and hypotheses that students could test using the equipment. Example: Does the plankton community at [location] change as a result of a heavy rain?*

Benchmark **SC.7.3.1** Explain how energy moves through food webs, including the roles of photosynthesis and cellular respiration
Benchmark **SC.7.3.2** Explain the interaction and dependence of organisms on one another
Benchmark **SC.7.3.3** Explain how biotic and abiotic factors affect the carrying capacity and sustainability of an ecosystem

*We will discuss how to conduct experiments with the plankton net and hypotheses that students could test using the equipment. Example: Does the plankton community at [location] change as a result of a heavy rain?*

Benchmark **SC.7.4.1** Describe the cell theory
Benchmark **SC.7.4.2** Describe the basic structure and function of various types of cells
Benchmark **SC.7.4.3** Describe the levels of organization in organisms
Benchmark **SC.7.4.4** Classify organisms according to their degree of relatedness
Benchmark **SC.7.4.5** Analyze how organisms' body structures contribute to their ability to survive and reproduce
Benchmark **SC.7.5.1** Describe how changes in the physical environment affect the survival of organisms

*We will discuss the role of plankton in biogeochemical cycling in the ocean. We will also review the natural history of microbes on Earth.*

**8th GRADE**

Benchmark **SC.8.1.1** Determine the link(s) between evidence and the conclusion(s) of an investigation
Benchmark **SC.8.1.2** Communicate the significant components of the experimental design and results of a scientific investigation

*We will discuss how to conduct experiments with the plankton net using various experimental designs and data collection methods. We will also discuss hypotheses that students could test using the equipment. Example: How does the plankton community at [location] relate to available nutrients?*

Benchmark **SC.8.2.1** Describe significant relationships among society, science, and technology and how one impacts the other
Benchmark **SC.8.2.2** Describe how scale and mathematical models can be used to support and explain scientific data

*We will discuss the impact of the microscope on society. Possible assignment: Use the measurement feature on the microscope to create a scale model of a zooplankter.*

Benchmark **SC.8.5.1** Describe how changes in the physical environment affect the survival of organisms

*We will discuss how changes in the ocean's physical environment cause plankton blooms.*