CHICAGO SCIENCE WRITERS

*Student-Created Textbook*
ILS3B: I can organize and write expository text.

**How an Ecosystem Works**

by ________________________

*About the Author:*

I am

I have learned about this science topic by
INTRODUCTION

Everyone should know how an ecosystem works.

You need to know this because of at least three reasons:

1. 

2. 

3. 

In my book, I will explain the ecosystem.

Here are some words you will need to know to read my book. I have written a short definition of each word.

ecosystem: __________________________________________________________

environment: __________________________________________________________

balance: __________________________________________________________

variable: __________________________________________________________

interdependence: ____________________________________________________

imbalance: __________________________________________________________

scientist: ____________________________________________________________________________

__________________:

__________________:

__________________:

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The Chicago Ecosystem: Water

Here is a map of Chicago. It shows the waterways. These are important to the Chicago ecosystem.

An ecosystem has to have water. Some ecosystems have more than others.

Here is what the map shows about water in the Chicago ecosystem.

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

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The Chicago Ecosystem: Land

The land in Chicago has changed a lot. People have changed it. They have filled in parts of the lake shore. They have turned the river backwards. This timeline shows some of the changes that have affected the Chicago ecosystem.

<table>
<thead>
<tr>
<th>date</th>
<th>event</th>
</tr>
</thead>
</table>

This is what I think is a very important change.

This is why I think it is important.
INTERDEPENDENCE
All the parts of an ecosystem are related. This diagram shows that they are connected.

For example, a frog in Chicago needs all the other parts of the ecosystem. This chart shows how a frog needs those other parts.

<table>
<thead>
<tr>
<th>PART OF THE ECOSYSTEM</th>
<th>HOW A FROG DEPENDS ON IT</th>
</tr>
</thead>
<tbody>
<tr>
<td>land</td>
<td></td>
</tr>
<tr>
<td>air</td>
<td></td>
</tr>
<tr>
<td>water</td>
<td></td>
</tr>
<tr>
<td>plants</td>
<td></td>
</tr>
<tr>
<td>animals</td>
<td></td>
</tr>
</tbody>
</table>

The ecosystem needs frogs, too. These are two ways that frogs help the Chicago ecosystem work.

1. _________________________________________________________________
2. _________________________________________________________________

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Changing the Environment

A variable is something that changes. In some science experiments, people change one variable to see what will happen. First they make a prediction.

In Chicago, this is one way people can change the plants.
One way people can change the plants in Chicago is

My picture shows the plants before the change and after the change.

<table>
<thead>
<tr>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When you change one variable in an ecosystem, it affects all the other parts. This is how this change in the plants would affect a frog.

This is how it would affect other parts of the environment.
**BALANCE AND IMBALANCE**

When you change part of the environment, you change the balance.

Balance means ________________________________________________________________

__________________________________________________________________________.

This cartoon strip shows how one change can change the balance in an ecosystem.
Tell How

Write the story of the Chicago Ecosystem. Write it as if you are a scientist. You have studied the environment. Now you are explaining it. Include pictures and diagrams that you draw.

TITLE: __________________________________________

DIAGRAM

Caption: __________________________________________

Introduction

_____________________________________________________________________
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THE ECOSYSTEM’S MAIN FEATURES

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

HOW THE ECOSYSTEM HAS BEEN CHANGED

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

WHAT WE SHOULD DO TO MAINTAIN THE BALANCE OF THE ECOSYSTEM

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
ASSESSMENT

Did you learn from my book?

If you did, you can answer these questions. Here are eight multiple choice questions I made up about this part of science.
Here are three open-ended questions about ecosystems.

1. ______________________________________________________________________?

2. ______________________________________________________________________?

3. ______________________________________________________________________?
CRITERIA FOR WRITING

These criteria are based on the Writing Scoring Guides of the Illinois State Board of Education IGAP Student Assessment.

You can share them with students directly--have them use this set of criteria to assess their own work before they re-write it to make sure they meet these standards. First, have the students write their own explanations of just what these standards mean. Then have students exchange their papers with each other and review them with these criteria. You also can use this list to have students focus on just one criterion at a time.

FOCUS
The subject is clear.
The reader knows what the purpose of the writing is.
The reader knows what the main ideas are.

SUPPORT/ELABORATION
Information helps the reader understand the key points the writer is making.

ORGANIZATION
The writer has organized the paper clearly.
There is a logical beginning.
There is a clear development of ideas within the paper.
There is a clear conclusion.

GRAMMAR/CONVENTIONS
The writer follows the rules of punctuation, spelling, capitalization, sentence construction, paragraph construction.

INTEGRATION
The paper does its job--it accomplishes the purpose.

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