

Wyoming History of Noxious Weeds 4th Grade Lesson Plan

- Time:** 1 ½ hour lesson
- Curriculum:** Students compare and contrast the settlement of Wyoming and the timeframe noxious weeds began to appear.
- Objective:** Students will; work independently and in small groups to develop a timeline for Wyoming History, and then they will investigate when noxious weeds were first documented in our area and determine if there is a relationship between the two.
- Materials:** Pencils; maps of Wyoming and World, paper for timelines, reference materials (possibly history textbooks), information on noxious weeds provided.

Wyoming State Standards:

- K-4th: Science:** 1.1, 1.3, 2.1, 3.1, 3.2
Lang. Arts - Reading: 1.1 a-e, I, 1.2e
Social Science: 3.1, 4.2, 4.3

Schedule

- 0 – 10 minutes:** Discuss the activity for the day; Wyoming History. When did settlers first start coming to Wyoming and the Jackson Hole area?
- 10 – 30 minutes:** Break into small groups of 4 students and begin developing a timeline. Students will work together to develop a timeline starting when the first settlers began to come to Wyoming, including important dates for historical events.
- 30 – 50 minutes:** Students will now gather information on when noxious weeds were first reported in our area, most information will be provided by the instructor. Leafy spurge, spotted knapweed, and Dalmatian/Yellow Toadflax have the best approximate dates for our area.
- 50 – 65 minutes:** Each group will share their timeline with the class.
- 65 – 80 minutes:** How did these invaders get here? A class discussion will be held on how noxious weeds travel.
- 80 – 90 minutes:** Conclusions: What was the message for today? What should we be looking into for next time? (methods of control, more about weed seeds traveling, weeds in our area)