

What's the story?

Using the graphs provided in this lesson and their own research, students will either write a story (with or without pictures), write a scientific paper, create a movie, etc. telling the story of interdependence between Chinook and Southern Resident orcas.

Your piece must:

1. Have a beginning, middle and end.
2. Cite reputable sources (government agency, scientific paper or academic study, etc.)
3. Translate at least one piece of quantitative information into visual information (for example, a graph, a flow chart, a table, etc.).

The work should answer the following questions:

1. If Chinook populations improved, would the numbers of Southern Resident orcas improve as well? Why or why not?
2. Is it likely the Southern Resident orca population would increase if Chinook populations continued to decline? Why or why not? What other factors are Southern Resident orcas facing?
3. What other species might begin to see an increase in population with a larger Chinook population? Do you think this would be good or bad for the ecosystem? Explain.
4. Are there other ways that salmon benefit their ecosystem other than being prey? Explain.
5. Are there other ways scientists think we can support Southern Resident recovery which does not involve salmon? Explain.
6. Describe at least one way you and your family can help support Southern Resident and Chinook recovery.