

Mollusk of Interest

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Subject: Science
Skills : research
Duration: ongoing
Group size: one class
Setting: classroom
Vocabulary: mollusk, bivalve, univalve
SC Science Standards: Grade 6-8 –
Inquiry: IA1b2, IA1c1,2, IA2c, IA7a.
Content standards will vary depending on what student chooses to include.

Objectives

Students will learn:

- 1) to research a specific mollusk; and
- 2) present their mollusk to the class.

Background

Shells are a very common item picked up at the beach and a popular item to be collected. Many people, even those that live near the beach, do not know the names of the shells they find or whether they are **bivalves** or **univalves** (clams or snails). It is important to learn the names of the shells we find on the beach and to be aware that these empty skeletons were once living organisms. It is important to learn about **mollusks** because many are important as a food source (mussels and clams) or medicine (cone snails), and many are in decline because of this. By better understanding the treasures we find at the beach, the more we will understand the problems facing them and we will be more willing to help protect them.

Materials

- mollusk reference books (list provided on page #)

Procedure

Ask each student to choose a mollusk that is of interest to him or her, making sure every student picks a different mollusk. Have books available for those who do not know what to choose. After each student researches the mollusk of their choice, have them present their mollusk to the class. Put together an information packet of all the mollusks that were researched in your class. Make copies for each student. Make sure each student includes information such as common and scientific name, family, characteristics (length, size, and color), and the feeding, mating, and other behaviors of their species. Other important information may include any conservation issues affecting this mollusk.