# Grade 5: Unit 2, Lesson 8

**Title:** *Everglades Forever*

**Essential Question:** What reasons do people have for protecting the Florida Everglades from environmental changes?

**Week 1**

Questions to ask and discuss while reading:

**What factors create different habitats within the Everglades?**

*Both wet and dry seasonal changes and changes in elevation affect how wet the soil is. In turn, the different moisture levels in the soil create unique habitats, each with its own special set of plants and animals.*

**Why does the author explain that the Restoration Plan regulates the amount of freshwater flowing during each season?**

*The author wants the readers to understand the value of the regulation. It helps to preserve the habitat by maintaining the level of brackish water, which is important for mangrove trees and the survival of many marine animals. With responsible water conservation, within 30 years, the ERP could help restore a healthy balance so all living things will be able to live together in the only “Grassy River” in the world.*

**What domain specific words does the author use pages 240 and 241?**

*migrated, elevation, habitats, brackish, adapted*

**How do these words help deepen your knowledge of the topic?**

*These words have very specific meanings that cannot be misunderstood. They belong to the context of science; therefore, when they are used, readers know what is being discussed.*

**How might farming and development harm the Everglades?**

\*\*Teacher note: there is not evidence in the text to support answering this question.\*\*

*Both farming and development expand land use, which brings people closer to the Everglades. Both use a lot of water that comes from the Everglades. Both cause pollution.*

**What would the impact of the disappearance of wetlands be on the food chain?**

*All plants and animals in the Everglades habitats depend on one another. If there is a disturbance to the balance of wetlands, it can affect the entire food chain. For example, if the wetlands disappeared there would be no fish for birds like Osprey to eat.*

**Why do you think the author believes people should do in taking responsibility for the Everglades?**

*The Everglades is a unique area of the world-the only grassy river in the entire world. If humans do not conserve water and continue to pollute the area, we could lose these unique habitats forever.*

Your Turn: Return to the Essential question:

1. **What are some habitats found in the Everglades?**

*There are several unique habitats found in the Everglades. One of the lowest habitats is the mangrove swamp, named for the specially adapted mangrove trees that line the islands and bays leading into the ocean. In this area the freshwater and saltwater mix together to make brackish water. The swamps act as a nurseries for marine animals that need a protected place to grow before entering the ocean.*

*Another habitat is the sawgrass prairie which covers the shallow parts of the slough. The slough is filled with slow moving water. One part of the sawgrass prairie is the finger glade, which is higher than the rest of the larger saw grass prairies. It’s an area that does not stay wet year round. During the wet season is is filled with water and fish, but in the dry season it becomes dry and hard enough to walk on. The glade is protected by a circle of trees, marshes and natural wildlife.*

*The Pinelands tends to be one of the driest habitats in the Everglades and the floor is covered with vegetation, such as cabbage palms and blue porter flowers that help it be the quieter than the other habitats. This is where you find solution holes carved out of the limestone that form when rainwater and pine needles and other leaves mix. Small animals live, feed, and raise their young in these holes.*

1. **How does the selection help you understand the connections between humans, plants, animals and natural resources?**

*The selection not only introduces the reader to the Everglades habitats, it also focuses on the Comprehensive Everglades Restoration Plan and the need for it because of human impact. It showcases the Everglades and points out all the habitats and their unique differences, as well as their interconnectedness with each other. The map helps us see the areas near the Everglades and the proximity to humans. We are all connected and we have a responsibility to protect the environment.*

**Written Response**

**Option 1**

Describe how the animals in the mangrove swamp depend on water.

**Sample Student Response**

*Note: This is for the teacher’s use only, not for students. The purpose is to show the teacher what the final piece might look like when students have completed their work****.***

*According to the selection, the animals in the mangrove swamp depend on water. The unique mangrove swamp is one of the lowest parts of the Everglades habitat. Mangroves line the islands and bays leading into the ocean. The salty ocean water mixes with freshwater flowing toward these areas creating brackish water. The mangroves specially adapted roots and leaves allow them to live in this salty, muddy water. Many marine animals depend on the brackish water for their survival. The swamp provides protection for animals. Shrimp, bonefish and other marine animals use these protected areas as nurseries to grow before they move to the ocean. The Comprehensive Everglades protection Plan helps these animals by regulating the amount of freshwater flowing during each season. If the brackish water changes, these animals, as well as the endangered American crocodiles and manatees would not survive.*

**Option 2**

Using information from the text, persuade people to protect the Everglades.

**Sample Student Response**

*Note: This is for the teacher’s use only, not for students. The purpose is to show the teacher what the final piece might look like when students have completed their work.*

*People should protect the Everglades. According to the text, the Everglades is an amazing, unique place that has been impacted by humans with farming and development. Much of the water used by people in South Florida comes from this area. If humans do not conserve water and continue to develop the area, we could lose these habitats forever. The Everglades includes several types of habitats with varying vegetation and animals, some endangered, such as the American crocodile and manatee. It is the only Pa-hay-okee (Grassy River) in the entire world. There is a Comprehensive Everglades Restoration Plan in place which has two goals: to allow Everglades water to flow more naturally to the ocean and to regulate the amount of freshwater flowing during each season. These efforts will help restore the mangrove swamp, in particular, helping many marine animals survive. We are all part of the “Circle of Life”-all humans, animals, plants are connected. We must be the guardians of our planet.*

**Week 2, Building Knowledge: Extending the Topic**

**Essential Question:** What reasons do people have for protecting the Florida Everglades from environmental changes?

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| Cumulative Activities – The following activities should be completed and updated after reading each resource this week. The purpose of these activities is to capture knowledge building from one resource to the next, and to provide a holistic snapshot of central ideas of the content covered in response to the essential question. *It is recommended that students are required to complete one of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for the week.* |

**Rolling Vocabulary: “Sensational Six”**

* Read each resource then determine the 6 words from each text that most exemplify (show best) the central idea of the text.
* Next use your 6 words to write about the most important idea of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the text set.
* After reading all the selections in the Expert Pack, go back and review your words.
* Now select the “Sensational Six” words from **ALL** the word lists.
* Use the “Sensational Six” words to summarize the most important learning from this text set.

**Sample Student Response**

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| **Title** | **Six Vocabulary Words & Sentences** |
| *Attack of the Alien Species* | **Words: endangered, unique, adapted, vegetation, guardians, responsibility**   1. As their habitats shrink, many plants and animals have become **endangered**. 2. One species cannot crowd others out because checks and balances regulate this **unique** arrangement. 3. Animals were not **adapted** to live in this habitat when they first arrived, but they learned quickly how to survive here. 4. Wild hogs are pigging out on native plants, damaging landscapes as they root up **vegetation**. 5. Some national parks **guardians** are asking for volunteers to help clear away invasive species. 6. People who have the **responsibility** of conserving this natural resource are blaming a surprising element: the invasion of alien species. |
| *Guardians of the Everglades* | **Words: region, Everglades, committee, preserved, wetland, jetport**   1. The Everglades **region** is an area in South Florida. 2. **Everglades** supply much of the water used in South Florida. 3. Marjory Stoneman Douglas joined a **committee** to make the Everglades a national park. 4. She was talking about why a **wetland** shouldn’t be drained. 5. She wanted the wetlands to be **preserved**. 6. In, 1959, there was a plan to build a huge **jetport** in Big Cypress, near the Everglades. |
| Mangrove Swamp | **Words: typical, bulldozed, shallow, replant, swamp, scoops**  1. Raising a **typical** family of two or three chicks takes a lot of fishing.  2. When people **bulldozed** the mangroves, they did not know anything about the creatures that lived there.  3. The mangrove grows in **shallow** water, so we are going by airboat.  4. Builders now **replant** the mangrove trees.  5. Two scientists discovered what the mangrove **swamps** are good for.  6. Nearby, a bird **scoops** up fish. |
| Everglades: Pig Frog video | **Words:** **Permeable, territorial, indicators, toxins, organisms, manipulated**  1. A pig frog’s skin is **permeable** so it takes in toxins.  2. Pig frogs are **territorial** in the Everglades.  3. Pig frogs are **indicators** of water health.  4. **Toxins** are chemicals and pollution that can harm living things.  5. **Organisms** are living things.  6. A habitat can be **manipulated** by humans. |
| Pythons Invade the Florida Everglades | Words: **Subtropical, migratory, brackish, situated, legislature, runoff**  1. The Florida Everglades are located in the **subtropical** region.  2. **Migratory** birds depend the wetlands habitat of the Everglades when they fly south for the winter.  3. The **brackish** water in the mangrove swamp is a nursery for small marine animals.  4. The Everglades are **situated** at the very tip of Florida near the keys.  5. The **Legislature** helps pass laws to protect the environment.  6. Agricultural **runoff** causes phosphorus to pollute the area. |
| Obama talks about climate change... | Words: **climate, predict, freshwater, environmental, ecologist, dramatic**  1. **Climate** change may affect the wetlands of the Everglades with rising sea levels and water temperature.  2. Scientists **predict** rising sea levels over the next several years.  3. **Freshwater** is water that is on land and does not contain salt.  4. **Environmental** laws can be passed to help save natural areas all over the world.  5. An **ecologist** is a scientist the studies the interconnectedness of living things.  6. Climate change has **dramatic** effects on our planet. |
| **Sensational Six**: **endangered, vegetation, unique, conserving, responsibility, pollution** | |
| **Summary:**  The **unique** **vegetation** of the Everglades is becoming **endangered**. It our **responsibility** to protect the habitats by **conserving** water, avoiding releasing pets into the wild, not planting exotic plants in our gardens and stopping **pollution**. Most importantly be an activist for nature and vote for environmental issues. | |

**Rolling Knowledge**

1. Read each selection in the set, one at a time.
2. After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource?
3. Write, draw, or list what you learned from the text about (topic). Then write, draw, or list how this new resource added to what you learned from the last resource(s).

**Sample Student Response**

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| **Write, Draw, or List** | | |
| **Title** | **New and important learning about the topic** | **How does this add to what I learned already?** |
| 1. *Mangrove Swamp* | No other trees beside mangrovescan grow there. People didn’t like the mangrove trees because they blocked their view of the ocean. When homes were built, the trees were cleared away. Now there are laws to keep trees safe. Mangroves have prop roots that stick out of the water. These provide shelter for nursery animals like pink shrimp, lobsters and even young sharks. Baby shrimp, crab and small fish eat the soft, wet leaves that drop. Shrimp are food for larger fish. Brown pelicans eat the fish. They scoop up about 4 pounds a day. Low tide brings animals such as the raccoon into the habitat for their favorite food-coon oysters. They also love eggs and eat pelican eggs. The king or queen of the Everglades is the alligator. They are at the top of the food chain so they have few enemies. They move quickly and suddenly for food. They eat raccoons, birds and even turtles. Both alligators and crocodiles were hunted for their skin to make shoes and handbags. Laws protect them and the alligator population has grown. Conserving water is very important! The mangrove is all about clean, fresh water. Remember to buy things that don’t hurt plants or animals. Being a guardian is about finding out as much as you can about a place so you can help the habitat, such as the mangrove habitat. | The Everglades food web in interconnected. Mangroves provide shelter for small marine animals that are in turn eaten by pelicans. Raccoons eat coon oysters and pelican eggs. Alligators eat raccoons, birds and turtles.  Human impact includes clearing mangrove trees to build houses and killing alligators and crocodiles to make shoes and handbags. There are now laws in place to protect land use and animals. We can help by not buying things that hurt animals or plants.  Conserving water is important! The mangrove relies on clean, fresh water. |
| 1. *Guardian of the Everglades* | In 1947 Marjory Stoneman Douglas, the mother of the Everglades, wrote a book called The Everglades: River of Grass. She had two hopes: people would want to protect the Everglades and they would support a national park there. Both dreams came true! In 1969 she formed a group called Friends of the Everglades and it still exists today. She is considered Florida’s greatest defender of the environment. At 103 she received the Presidential Medal of Freedom. The Everglades are made up of endless, shallow river and wetlands. Wetlands are lands that are covered with water all or part of the year. The Everglades supply most of the water for Southern Florida. In 1947 people wanted to drain the swamps and build houses and farms on the land. They wanted more people to move there. Marjory was a reporter, writer and activist. She felt people should fight for what they believe in. Sawgrass grows out of the river and bends in the wind in the Everglades. Earth has a limited supply of water. The same water is used and reused. Wetlands are an important part of the water cycle. Manatees find shelter in mangrove forests. Habitats: mangrove swamps, cypress swamps sawgrass prairies. If habitats disappear so will animals. Endangered animals of the Everglades include the Florida Panther, the American Crocodile, and the manatee. | There have been activists like Marjory Stoneman Douglas who spend their lives fighting for environmental issues, such as protecting and restoring the Everglades. If a person cares enough, they can make their dreams come true, like Marjory. People want to protect the Everglades and it became a national park.  Wetlands are an important part of the water cycle. The Earth has a limited supply of water that is used and reused. The Everglades supply most of the water for Southern Florida.  In 1947 people wanted to drain the swamps and build houses and farms, because they wanted more people to move there. |
| 1. *Attack of the Alien Species* | Florida’s Everglades are under attack! Waterways have been drained and rerouted for development. When habitats shrink plants and animals can become endangered. Non-native plants upset the balance of the ecosystem. People adopt pythons and when they become too large they release them into the Everglades. They compete for food with top predators like alligators. Large Cuban tree frogs are eating smaller native frogs and wild hogs are eating native plants and rooting up vegetation. Dense stands of invasive Melaleuca shade out plants and dry out the soil. People can help by helping clear invasives. Also by not releasing pets into the wild, avoiding exotic species in your gardens and vote! | Non-native plants and animals upset the balance of the ecosystem. People adopt animals and release them, such as the Burmese python and the Large Cuban tree frogs. These animals compete for food with top predators like alligators. Invasive plants shade out native plants and dry out the soil. People can help by not releasing pets into the wild and avoiding exotic species in their gardens. And, voting for environmental issues. |
| 1. *Everglades: Pig Frog Video* | The Everglades is a giant wetland and it’s the only one like it in the world. It hasn’t been completely manipulated by humans yet. Many different organisms live there. Pig Frogs are harvested for frog legs. Pig Frogs stay within the water. Pig Frogs are an indicator of the wetlands systems health in the Everglades. Frogs have permeable skin that can take in toxins. If there is a die off it is a sign the water is unhealthy. Pig Frogs are a major part of the food web in South Florida. Migratory birds can be affected by the ecosystem of the wetlands. As more people inhabit the planet wetlands are being destroyed. Frogs need water and if there is no water, there are no frogs. | Pig frogs are harvested for their legs. Pig frogs are an indicator of wetlands systems health in the Everglades and a major part of the food web in South Florida. |
| 1. *Pythons Invade the Florida Everglades* | Burmese pythons don’t belong in the Everglades. The Everglades are situated at the southern end of the state, between Lake Okeechobee and the Gulf Coast, and are the largest wilderness east of the Mississippi River. Many animals, birds and plants thrive there because of the presence of water. The Everglades is a really wide shallow river covered with grass. Draining of the Everglades began in 1845 when Florida became a state. The dry areas were used for agriculture and building. This allowed for development and sugar farmers moved in. 50% of the Everglades has been claimed for agricultural and urban use. It is polluted by phosphorus, runoff from nearby farms. In the 1970’s it was designated as one of the world’s most important wetland areas. It is now considered the largest environmental conservation project in the history of the United States. Much of it is designed to reverse‐engineer the canal system that was built in the past. There are some improvements. The crayfish population is up. Wading and migratory birds have improved their nesting habits.  The first Burmese python was found in the Florida Everglades in 1979. It’s presumed the animal was originally kept as a pet and then released by its owner. Starting in 1992—when it’s thought that numerous Burmese pythons escaped pet stores and cages damaged in Hurricane Andrew—the numbers have grown at a faster rate. Studies have shown that since their appearance in the Everglades, the numbers of small mammals in the area are down significantly. They are classified as an invasive species. | Burmese pythons are disruptive to the Everglades ecosystem. The first one was found in 1979 with a large increase in 1992 with hurricane Andrew. There numbers are high enough to designate them as an invasive species.  Draining of the Everglades began in the mid 1800’s to allow for agriculture and building development. 50% of the Everglades has been claimed for agricultural and urban use. It is polluted by phosphorus, runoff from nearby farms. The Everglades has been designated as the world’s most important wetland. It is now considered one of the largest environmental conservation projects in history. |
| 1. *Obama talks about Climate Changes as he walks the trail in the Everglades.* | On Earth Day in 2015, President Obama walked the Anhinga trail in the Everglades. He said he could think of no better place to spend Earth Day than the River of Grass. Some people think global warming or climate change is not human related. Climate change is caused by pollution from oil and gas use. Marjory Stoneman Douglas’ cottage will become a national monument. Climate change could cause mangrove trees to disappear with sea levels rising and water temperatures rising. The everglades could be an example for other places endangered by climate change. | President Obama visited the area in 2015 and discussed climate change. Climate change could cause the mangroves to disappear with rising sea levels and temperature. |

**Week 2 Written Response**

Complete the writing process, revising, editing and publishing written response from Week 1.

*Note: This is for the teacher’s use only, not for students. The purpose is to show the teacher what the final piece might look like when students have completed their work.*

**Option 1**

Describe how the animals in the mangrove swamp depend on water.

**Sample Student Response: Revision**

*According to Everglades Forever: Restoring America’s Great Wetland, the animals in the mangrove swamp depend on water. The unique mangrove swamp is one of the lowest parts of the Everglades habitat. Mangroves line the islands and bays leading into the ocean. The salty ocean water mixes with freshwater flowing toward these areas creating brackish water. The mangroves specially adapted roots and leaves allow them to live in this salty, muddy water. Many marine animals depend on the brackish water for their survival. The swamp provides protection for animals. Shrimp, bonefish and other marine animals use these protected areas as nurseries to grow before they move to the ocean. The Everglades food web in interconnected. Mangroves provide shelter for small marine animals that are in turn eaten by pelicans. Raccoons eat coon oysters and pelican eggs. Alligators eat raccoons, birds and turtles. Earth has a limited supply of water. The same water is used and reused. Wetlands are an important part of the water cycle.*

*The Comprehensive Everglades protection Plan helps these animals by regulating the amount of freshwater flowing during each season. If the brackish water changes, these animals, as well as the endangered American crocodiles and manatees would not survive.*

*President Obama visited the Everglades on Earth Day in 2015. The Newsela article outlined how he is trying to raise awareness about environmental issues and specifically the threat climate change poses to “the river of grass”, as the Everglades is called. Because the mangrove forests protect Florida from floods and provide fresh water for humans and animals, it is important to pay attention to climate change and take care to protect the mangrove swamps.*

**Option 2**

Using information from the text, persuade people to protect the Everglades.

**Sample Student Response: Revision**

*People should protect the Everglades. According to the text, the Everglades is an amazing, unique place that has been impacted by humans through farming and development. Much of the water used by people in South Florida comes from this area. Even though farming and development is necessary, if humans do not conserve water and continue to develop the area more thoughtfully, we could lose these habitats forever. The Everglades includes several types of habitats with varying vegetation and animals, some endangered, such as the American crocodile and manatee. It is the only Pa-hay-okee (Grassy River) in the entire world. In the video, we learned about how scientists are studying pig frogs in the Everglades. The frog’s permeable skin takes in toxins, so if the frog starts disappearing it reflects pollution in the water. Threats like pollution, invasive species and climate change could cause the Everglades to shrink further or become saltier leaving animals and humans at risk.*

*To help save the Everglades, there is a Comprehensive Everglades Restoration Plan in place which has two goals: to allow Everglades water to flow more naturally to the ocean and to regulate the amount of freshwater flowing during each season. These efforts will help restore the mangrove swamp, in particular, helping many marine animals survive.*

*According to another article we read, President Obama visited the Everglades on Earth Day in 2015. The Newsela article outlined how he is trying to raise awareness about environmental issues and specifically the threat climate change poses to “the river of grass”, as the Everglades is called. Because the mangrove forests protect Florida from floods and provide fresh water for humans and animals, it is important to pay attention to climate change and take care to protect the mangrove swamps and the Everglades.*

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| Note to Teacher: *The main selection gives a framework for the essay and the extended resources from Week 2 are needed to fill in the details for a deep understanding of the Everglades and the need for preservation of the area.* |

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**Title:** *Everglades Forever: Restoring America’s Great Wetlands*

**Essential Question:** What reasons do people have for protecting the Florida Everglades from environmental changes?

*This is a note taking form for you to collect thoughts and evidence during your reading and class discussions. You can use this when you write your essay later.*

What factors create different habitats within the Everglades? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Why does the author explain that the Restoration Plan regulates the amount of freshwater flowing during each season? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What domain-specific words does the author use pages 240 and 241? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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How do these words help deepen your knowledge of the topic? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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How might farming and development harm the Everglades? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What would the impact of the disappearance of wetlands be on the food chain? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Why do you think the author believes people should do in taking responsibility for the Everglades? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What are some habitats found in the Everglades? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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How does the selection help you understand the connections between humans, plants, animals and natural resources? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Week 1 Written Response**

**Prompt #1:**

Describe how the animals in the mangrove swamp depend on water.

**Prompt #2:**

Using information from the text, persuade people to protect the Everglades.

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**Building Knowledge: Extending the Topic**

**Essential Question:** What reasons do people have for protecting the Florida Everglades from environmental changes?

**Rolling Vocabulary: “Sensational Six”**

* Read each resource then determine the 6 words from each text that most exemplify (show best) the central idea of the text.
* Next use your 6 words to write about the most important idea of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the text set.
* After reading all the selections in the Expert Pack, go back and review your words.
* Now select the “Sensational Six” words from **ALL** the word lists.
* Use the “Sensational Six” words to summarize the most important learning from this text set.

|  |  |
| --- | --- |
| **Title** | **Six Vocabulary Words & Sentences** |
| *Attack of the Alien Species* | **Words:**  **Sentences:**  1.  2.  3.  4.  5.  6. |
| *Mangrove Swamp* | **Words:**  **Sentences:**  1.  2.  3.  4.  5.  6. |
| *Guardian of the Everglades* | **Words:**  **Sentences:**  1.  2.  3.  4.  5.  6. |
| *Everglades: Pig Frog video* | **Words:**  **Sentences:**  1.  2.  3.  4.  5.  6. |
| *Pythons invade the Florida Everglades* | **Words:**  **Sentences:**  1.  2.  3.  4.  5.  6. |
| *Obama talks about climate change as he walk a trail in the Everglades* | **Words:**  **Sentences:**  1.  2.  3.  4.  5.  6. |
| **Sensational Six:** | |
| **Summary:** | |

**Rolling Knowledge Journal**

1. Read each selection in the set, one at a time.
2. After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource? Write, draw, or list what you learned from the text about (topic).
3. Then write, draw, or list how this new resource added to what you learned from the last resource(s).

|  |  |  |
| --- | --- | --- |
| **Write, Draw, or List** | | |
| **Title** | **New and important learning**  **about the topic** | **How does this resource add to what I learned already?** |
| 1. *Attack of the Alien Species* |  |  |
| 1. *Mangrove Swamp* |  |  |
| 1. *Guardian of the Everglades* |  |  |
| 1. *Everglades: Pig Frog video* |  |  |
| 1. *Pythons Invade Florida Everglades* |  |  |
| 1. *Obama talks about climate change as he walks a trail in the Everglades* |  |  |

**Week Two Written Response**

*Add details from the reading set to Week 1 option to revise. Edit and publish.*

**Prompt #1:**

Describe how the animals in the mangrove swamp depend on water.

**Prompt #2:**

Using information from the text, persuade people to protect the Everglades.

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