EXPERIENCE COMPANION · AGES 8–14

Walk the Long Point marsh

Name _____

Date _____

Walk the boardwalk with Robin, a wetland ecologist, at a marsh beside the Long Point causeway on Lake Erie. Fill this in as you go: Robin says the answers along the way.

Open it: inthelakes.ca/learn/experiences/wetland/ · About 45–60 minutes

1 On the boardwalk

Stop 1, Welcome to the marsh: Ontario sorts wetlands into four kinds. What are they?

Stop 2, Cattails and the plant zones: draw the plant zones from the shore out to deeper water. Label a plant in each zone.

shore → deeper water

Stop 3, Where the water comes in: finish the food web. Tiny algae → _____ → little fish → _____ → herons and turtles

Stop 4, A crossroads for birds: why do migrating birds stop at Long Point?

Stop 5, The pond: why do painted turtles sit on logs in the sun?

Stop 6, Swamps, sponges and filters: wetlands do three big jobs. How does each one help?

Job	How it helps people and the lake
Sponge	
Filter	
Carbon store	

Stop 7, An invader: Phragmites: name one problem it causes, and one thing people do about it.

Stop 8, The road across the marsh: how do the fence and the culverts help turtles?

❷ Testing the water

You test three spots: the pond, the culvert under the road, and the creek channel. The readings are simulated from today's weather, so yours may be different from a classmate's.

Test	Pond	Culvert	Channel
Water temperature (°C)			
Dissolved oxygen (mg/L)			
Conductivity (µS/cm)			
pH			
Clarity (cm)			
Phosphate (µg/L)			
Nitrate (mg/L)			

Which spot had the cleanest water? Which readings tell you?

Which spot had the highest conductivity (the most dissolved salt)? Where could that salt come from?

❸ Under the microscope

Draw one tiny living thing you found. Write its name and the spot you found it at.

What did you find at each spot?

Spot	Tiny life I found

❹ In your own words

Why do wetlands like this one matter to the whole of Lake Erie? Use two things you learned today.