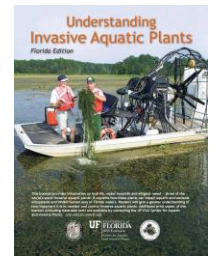


# Understanding Invasive Aquatic Plants – Higher Order Questions



An Activity Booklet for Module 1~Silent Invaders <http://plants.ifas.ufl.edu/education>

A Collaboration the Florida Fish and Wildlife Conservation Commission / Invasive Plant Management Section <http://myfwc.com/>, the Aquatic Plant Management Society <http://www.apms.org/> and the UF/IFAS Center for Aquatic and Invasive Plants <http://plants.ifas.ufl.edu/education>

## 1. This book discusses three forms of aquatic plants: floating, emergent and submersed.

When learning unfamiliar terms, it is often helpful to come up with Memory Cues to help you connect each word with its meaning. For example, a memory cue for "native" plants might be the phrase "Native American." From our history studies, we know that Native Americans lived in North America before Columbus arrived. So, the phrase "native" is a clue that "native plants" were here before Columbus arrived.

A memory cue is anything that helps you remember. It can be silly or serious, as long as it helps you remember.

**Look at the definitions for these three words. On the lines below each, write a memory cue to help you connect each word with its meaning.**

a) The word **floating** means "to drift about on the surface of a liquid, free from attachment."  
What memory cue helps **YOU** link the word **floating** with the definition for **floating plants**?

---

---

List three (3) other things that "float." \_\_\_\_\_

b) The word **emergent** means "coming up through the surface of a liquid." What memory cue helps **YOU** link the word "**emergent**" with the definition for **emergent plants**?

---

---

List three (3) other things that can "emerge" from something else. \_\_\_\_\_

---

---

c) The word **submersed** means "covered with water." What memory cue helps **YOU** link the word "**submersed**" with the definition for **submersed plants**?

---

---

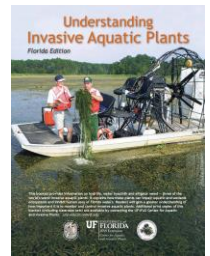
List three (3) other things that can be "submersed." \_\_\_\_\_

---

---



# Understanding Invasive Aquatic Plants – Higher Order Questions



An Activity Booklet for Module 1~Silent Invaders <http://plants.ifas.ufl.edu/education>

A Collaboration the Florida Fish and Wildlife Conservation Commission / Invasive Plant Management Section <http://myfwc.com/>, the Aquatic Plant Management Society <http://www.apms.org/> and the UF/IFAS Center for Aquatic and Invasive Plants <http://plants.ifas.ufl.edu/education>

2. The first page of this booklet discusses several **GOOD THINGS (pros)** about native plants. The rest of the booklet discusses the many **PROBLEMS (cons)** caused by invasive plants.

The following table provides space for you to record only three (3) of the pros and cons of native and invasive plants that you've learned from reading this booklet. Consider which pros and cons you feel are most important, and record them in this table.

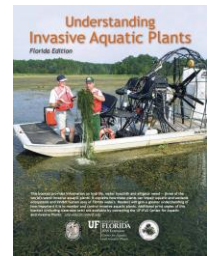
Good Things about Native Plants (Pros)	Problems Caused by Invasive Plants (Cons)
1.	1.
2.	2.
3.	3.



Florida Invasive Plant Education Initiative • <http://plants.ifas.ufl.edu/education>  
A Collaboration of the UF/IFAS Center for Aquatic and Invasive Plants  
and the Florida Fish and Wildlife Conservation Commission / Invasive Plant Management Section

University of Florida © 2012

# Understanding Invasive Aquatic Plants – Higher Order Questions



An Activity Booklet for Module 1~Silent Invaders <http://plants.ifas.ufl.edu/education>

A Collaboration the Florida Fish and Wildlife Conservation Commission / Invasive Plant Management Section <http://myfwc.com/>, the Aquatic Plant Management Society <http://www.apms.org/> and the UF/IFAS Center for Aquatic and Invasive Plants <http://plants.ifas.ufl.edu/education>

3. Invasive plants often spread quickly in their new habitats. Based on your reading of this booklet, describe three (3) reasons that invasive plants can grow and spread more easily than the native plants, which belong in that habitat.

Reason 1: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Reason 2: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Reason 3: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Invasive plants have been introduced into Florida habitats in many different ways.

- **Method 1 - On Purpose:** Some people have chosen to carry invasive plants along with them when traveling to Florida or other parts of the United States.
- **Method 2 - By Accident:** Other people have transported these plants without realizing it.

Think about the articles you read in this booklet. On the lines below, give one example of each of these methods, showing how invasive plants have traveled into or around our state.

Method 1: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Method 2: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Understanding Invasive Aquatic Plants – Higher Order Questions



An Activity Booklet for Module 1~Silent Invaders <http://plants.ifas.ufl.edu/education>

A Collaboration the Florida Fish and Wildlife Conservation Commission / Invasive Plant Management Section <http://myfwc.com/>, the Aquatic Plant Management Society <http://www.apms.org/> and the UF/IFAS Center for Aquatic and Invasive Plants <http://plants.ifas.ufl.edu/education>

5. This booklet discusses four methods for controlling aquatic plants: Physical, Mechanical, Biological, and Chemical. Match each word with one of the definitions below.

Write the word next to its definition.

a. A man-made liquid is sprayed on invasive plants to kill them. \_\_\_\_\_

b. A living thing (like a plant-eating bug) is used to control an invasive plant. \_\_\_\_\_

c. A machine is used to chop, collect, and remove invasive plants. \_\_\_\_\_

d. People pull plants by hand or drain away water to remove invasive plants. \_\_\_\_\_

6. Based on your reading of this booklet, why is "Integrated Plant Management" the most effective way to battle Florida's invasive aquatic plants?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---





# Understanding Invasive Aquatic Plants – Higher Order Questions



An Activity Booklet for Module 1~Silent Invaders <http://plants.ifas.ufl.edu/education>

A Collaboration the Florida Fish and Wildlife Conservation Commission / Invasive Plant Management Section <http://myfwc.com/> , the Aquatic Plant Management Society <http://www.apms.org/> and the UF/IFAS Center for Aquatic and Invasive Plants <http://plants.ifas.ufl.edu/education>

8. The booklet you've been studying was created by the Aquatic Plant Management Society ([www.apms.org](http://www.apms.org)), the UF/IFAS Center for Aquatic and Invasive Plants (<http://plants.ifas.ufl.edu>) and the Florida Fish and Wildlife Conservation Commission— Invasive Plant Management Section <http://myfwc.com/wildlifehabitats/invasive-plants/>

The following groups are also involved in education about invasive plants and animals.

- BASS Master Fishing Club <http://www.bassmaster.com/news/bass-conservation-agenda>
- Center for Invasive Species and Ecosystem Health <http://www.invasive.org/>
- Ducks Unlimited [www.ducks.org](http://www.ducks.org)
- Florida Aquatic Plant Management Society [www.fapms.org/](http://www.fapms.org/)
- Plant Management in Florida Waters <http://plants.ifas.ufl.edu/manage>

Choose three (3) of the websites listed above. On the lines below, describe how each of the three websites supports the goal of informing people about aquatic invasive plant problems.

Name of website: \_\_\_\_\_

How it supports the author's purpose: \_\_\_\_\_

---

---

---

Name of website: \_\_\_\_\_

How it supports the author's purpose: \_\_\_\_\_

---

---

---

Name of website: \_\_\_\_\_

How it supports the author's purpose: \_\_\_\_\_

---

---

