This lesson is part of the Khaled bin Sultan Living Oceans Foundation’s *Mangrove Ecology Curriculum*, which was developed for their Mangrove Education & Restoration Programs. These programs aim to increase environmental awareness and restore mangrove forests in the Caribbean. For more information about the Mangrove Education and Restoration Programs go to [https://www.lof.org/education/mangrove-education-and-restoration/](https://www.lof.org/education/mangrove-education-and-restoration/).

The lesson was developed by the Khaled bin Sultan Living Oceans Foundation. It has been designed for secondary school students, but can be adapted for other uses.

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**About Khaled bin Sultan Living Oceans Foundation**

The Khaled bin Sultan Living Oceans Foundation was incorporated in California as a 501(c)(3), public benefit, Private Operating Foundation in September 2000. The Living Oceans Foundation is dedicated to providing science-based solutions to protect and restore ocean health through research, outreach, and education. The educational goals of the Khaled bin Sultan Living Oceans Foundation and development of this are generously supported by Prince Khaled bin Sultan of Saudi Arabia.
LEARNING OBJECTIVES
- Read, interpret, and comprehend a blog.
- Determine how to responsibly use the internet for collecting and responding to information.

MATERIALS
- Internet access
- Disease in the Trees blog (https://www.lof.org/disease-in-the-trees-mangrove-die-off/)
- Read It! Disease in the Trees student worksheet

INTEGRATING SUBJECTS
- English Language Arts

PRIOR KNOWLEDGE
- Students will have prior knowledge about bias and how to critique the validity of websites.

PROCEDURE
2. While reading, instruct students to take notes, connecting the information to their prior knowledge. They can note things that they agree and disagree with. A space, called Notes, is provided for this on the Read It! Disease in the Trees student worksheet.
3. Ask students to analyze the blog to determine the elements (like tone or visual design) and content that they like and dislike. Remind students to explain why they like or dislike each element they mention. There is also a space provided for these answers on the student worksheet.
4. Have students answer the questions on their worksheet. When they are looking for definitions, they should use the context from the blog, our glossary, or other online resources. You may want to set rules distinguishing other websites or resources that they are allowed to access.
5. If you set up an online community for your class, have the students post their comment(s) from the last question and allow them to respond to each other. If you do not have an online community, have the students share their comment(s) with each other, either orally or by passing their written responses around the classroom.
INSTRUCTIONS:

1. Read Disease in the Trees, a blog from Ryann Rossi, a scientist at North Carolina State University (https://www.lof.org/disease-in-the-trees-mangrove-die-off/).

2. While reading the blog, take notes and connect it to your prior learning. Note things that you agree or disagree with. There is a space, below, for this.

3. Next, document what you like and dislike about this blog into the space below. Be sure to pay attention to things like style and tone, along with the content and visual design. Be sure to explain what it is that you do or do not like about each element.

4. Answer the questions.

NOTES

LIKES

DISLIKES
1. What is the central idea of this blog?

2. What is the cause(s) of the mangrove die-off that the author found during her research? Cite specific textual evidence to support this.

3. Did the author fully support her identification? Explain why you think this.

4. Disease, pathogen, and fungus are specific vocabulary for the topic of this blog. Define them below.

5. Write a sentence of your own creation that connects the three words from #4, above.
6. Is this blog a reliable source for scientific information? Why or why not?

7. Do you notice any bias in this writing? If so, what?

8. Compare and contrast the information on mangrove loss in this blog to what you have learned about the abiotic and biotic causes for this loss.

9. Describe three things that you learned while reading this blog entry. (They do not have to relate to the central idea.)

10. Construct a comment to post in response to this blog. Remember that a good comment makes connections, asks a question, or gives an opinion in a respectful manner. You might want to quote the part of the blog that you are specifically referring to. Don’t be afraid to disagree with another writer, but be sure to explain yourself and remain polite.