Talk about these questions with your partner. Then write your answers.

- Which is the largest of the Great Lakes?

- Which is the smallest of the Great Lakes?

- How many U.S. states and Canadian provinces border the Great Lakes?

- Which country controls more of the Great Lakes: the United States or Canada?

- What is the approximate distance from the southern end of the St. Lawrence River to Duluth, Minnesota?
Profile of the Great Lakes

Talk about these questions with your partner. Then write your answers.

- Which Great Lake is the deepest?
- Which Great Lake is the shallowest?
- Why does water flow from Lake Superior into the St. Lawrence River and out to the Atlantic?
- Which lake do you think people could pollute most quickly? Why?
Read Sections 1 and 2. Then create an illustrated dictionary of the Geoterms by completing these tasks:
- Create a symbol or an illustration to represent each term.
- Write a definition of each term in your own words.
- Write a sentence that includes the term and the words *Great Lakes*.

<table>
<thead>
<tr>
<th>Geoterm and Symbol</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>ecosystem</td>
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<tr>
<td>food chain</td>
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<td>food web</td>
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<td>freshwater</td>
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<tr>
<td>watershed</td>
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</table>
Pollution in the Great Lakes Ecosystem
Read Section 4. Then follow the steps below.
1. On the diagram, draw and label these things:
   - two examples of point-source pollution
   - one example of non-point-source pollution
   - two ways that pollution is still a problem in the Great Lakes

2. List positive and negative information from your book and the matching station in the room.

<table>
<thead>
<tr>
<th>Positive Signs</th>
<th>Negative Signs</th>
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</table>
Invasive Species in the Great Lakes Ecosystem
Read Section 5. Then follow the steps below.
1. On the diagram, draw and label these things:
   - one way invasive species enter the Great Lakes
   - two examples of invasive species
   - two solutions to the invasive species problem

2. List positive and negative information from your book and the matching station in the room.

<table>
<thead>
<tr>
<th>Positive Signs</th>
<th>Negative Signs</th>
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Habitat Loss in the Great Lakes Ecosystem

Read Section 6. Then follow the steps below.

1. On the diagram, draw and label these things:
   - two ways habitat was lost
   - two ways habitat has been restored or protected

2. List positive and negative information from your book and the matching station in the room.

<table>
<thead>
<tr>
<th>Positive Signs</th>
<th>Negative Signs</th>
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