THE SEVENTH CHALLENGE
WALKING WITH MISKWAADESI
Where can you find more information about turtles? Take a walk on the computer, complete a webquest or two, and find out more about our turtle clan family globally.

Make a special card for a turtle.

Play a game (or two) and learn about the BIG turtles of the world!

Have you tried the turtle game from the turtle curriculum or played the new board game?

“The 7th challenge will be a difficult one. You will need to find a helper. I want you to find out about my clan relatives who live far far away. They swim where the waters are salty and they nest where there are warm winters and summers. First Nations and Aboriginal peoples throughout the world have close relationships with turtles, tortoises and terrapins - we are all the same big family. Look for stories and teachings and share what you find with your children and grandchildren. My sea turtle clan cousins are in great danger and they are asking for help!”

Miskwaadesi’s 7th challenge.
# EXPECTATIONS

## PRACTICING THE LEARNING | FOLLOWING THE FOOTSTEPS

<table>
<thead>
<tr>
<th>TITLE OF ACTIVITY</th>
<th>ONTARIO CURRICULUM EXPECTATION</th>
<th>WORKSHEET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sea Turtle Powerpoint</td>
<td>4e43, 4e41, 4s5</td>
<td>View Powerpoint Presentation and Summarize</td>
</tr>
<tr>
<td>Sea Turtles of the World</td>
<td>4e53, 4e52, 4s19</td>
<td>Research</td>
</tr>
<tr>
<td>Webquesting for Turtles</td>
<td>4s8, 4s14</td>
<td>Webquest on Internet</td>
</tr>
</tbody>
</table>

## DEMONSTRATING THE LEARNING | MAKING OUR OWN FOOTSTEPS

<table>
<thead>
<tr>
<th>TITLE OF ACTIVITY</th>
<th>ONTARIO CURRICULUM EXPECTATION</th>
<th>WORKSHEET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Netting Headaches</td>
<td>4s4, 4s5</td>
<td>Game</td>
</tr>
<tr>
<td>Sea Turtle Quiz and More</td>
<td>4s14</td>
<td>Quiz</td>
</tr>
<tr>
<td>Journal Reflection and I Care Card</td>
<td>4s11, 4e56</td>
<td>Writing and Creating a Card</td>
</tr>
</tbody>
</table>

**ONE STEP MORE** (individual student optional adventures in learning)

1. Webquesting with Ontario’s turtles

**WORD WALL:**
- Marine, global, loggerhead, flatback, hawksbill, olive ridley, kemp’s riddley, leatherback, Atlantic, Caribbean, hatchling, magnetic, ancient, trawl, shrimp, predator
LINKS TO OTHER CURRICULUM

7th CHALLENGE
Ways of Knowing Guide – Reciprocity – pg 53

TURTLE CURRICULUM LINKS
At Risk Interactive, Educational Turtle Video Game
http://www.torontozoo.com/adoptapond/turtleCurriculum.asp
http://www.hww.ca/hww2.asp?id=33
Hinterland Who’s Who - Leatherback Turtle fact sheet

http://www.torontozoo.com/adoptapond/tici.asp
Turtle Island Conservation

http://www.torontozoo.com/adoptapond/turtles.asp
Adopt-A-Pond underneath this link

http://www.cccturtle.org/

http://www.yoto98.noaa.gov/books/seaturtles/seatur1.htm
Colouring book

http://www.bonaireturtles.org


http://www.turtle.ky

http://www.catalinaconservancy.org

http://www.itec-edu.org/conservation.html

http://www.nps.gov/pais

http://www.nova.edu/ocean/seaturtles/index.htm

http://www.bhigr.com/pages/info/info_rept.htm
“Kokom Annie - the 7th challenge will be a difficult one. You will need to find a helper. I want you to find out about my clan relatives who live far far away. They swim where the waters are salty and they nest where there are warm winters and summers. First Nations and Aboriginal peoples throughout the world have close relationships with turtles, tortoises and terrapins - we are all the same big family. Look for stories and teachings and share what you find with your children and grandchildren. My sea turtle clan cousins are in great danger and they are asking for help!”
I woke up with a start - I was sitting in my favourite rocking chair and I had been watching APTN and I must have nodded off. I was dreaming about Miskwaadesi and she talked about the 7th challenge.

The television was still on - there was a special show on APTN that talked about turtles. They were showing pictures of baby sea turtles hatching from the sand on tropical islands and from the shore of Australia - that reminded me of our brothers and sisters, the Aborigines, and their connection to the turtle. It seems that indigenous people have many teachings about turtles. The sea turtle story is a journey of many kilometers and many years from when the baby turtle hatches from its shell until it comes back to lay eggs on the very same beach - but they always find their way back home. It reminded me of
some of our young people who have to leave our community to find a job or to go to school, or to find their own path. They need to remember that sea turtle and its life journey - and to find their way home!

I can understand how strong that sea turtle’s call to come home is. Once when I was younger I had to move to the city to go to school - it was so hard for me to be away from home. I used to sit outside at night and look up at the stars, thinking about home and the family and friends that were there. I was so lonely for home... that little sea turtle must feel that way too - imagine - walking into the sea as a tiny baby turtle and spending the next twenty years swimming through the oceans, far, far from home. How happy that turtle must be when it returns to that beach where its life began so that it can lay its eggs and begin the cycle of life over again. I read somewhere that many of those beaches are being turned into parking lots and hotels and resorts. How confusing it must be for a turtle to come home and to find out that home is not there.
That made me think about what a teacher once told me when I was little - we were learning about animals and the teacher said that the turtle is the only animal that has its ‘home’ on its back. I thought a lot about that… it seems to me that the turtle may have its house on its back… but a home is more than just a shelter - it is food, a special space to live in, clean water, and shelter too, as well. Our sea turtle neighbours are under great stress with the loss of habitat and the pollution of the ocean waters. Plastic bags and plastic rings floating in the waters cause many turtles to die when they mistakenly eat the plastic thinking it is a jelly fish.

The program on the tv also talked about the tortoise clans who live in deserts. They are much larger than our local turtles and they have different needs and habitat requirements. I was fascinated to learn so much about these turtle cousins from far away. I never realized that there are turtles and tortoises in most ecosystems where it is warm enough for eggs to hatch.

It makes me sad sometimes to think about the terrible difficulties our turtle clans must overcome to survive in today’s world.

I went over to the school to ask for some help in the computer lab to find out more about this challenge so that I could share with my grandchildren. The technician was working on the internet when I got there and she helped me search for information on the sea turtles and the tortoises. With her help I found this great site and I spent some time reading and thinking about the sea turtles and comparing them to our fresh water turtle clan members.
The address is: http://marinediscovery.arizona.edu/lessonsF00/brittle_stars/2.html

The site has a beautiful powerpoint presentation that I was able to watch that showed me the eight different sea turtle species - they are also all species at risk! The powerpoint presentation address is: http://marinediscovery.arizona.edu/lessonsF00/brittle_stars/sea_turtle_present5.ppt

The technician also helped me to find some more really interesting web sites - they are called WEBQUESTS... webquests challenge us to find answers to questions by following links to different sites. I spent the afternoon looking at several webquests and I learned so much more about sea turtles.

I wrote down the web sites to send to the kids in the city - I hope they have time to go and look at these fun webquests too!

http://warrensburg.k12.mo.us/webquest/endangered/index.htm This webquest was about the leatherback turtle and I really had fun with it!

http://questgarden.com/21/23/1/060408083706/ Taught me a lot about the Olive Ridley sea turtle - it is the smallest of them!

http://questgarden.com/63/68/5/080408183850/t-index.htm This webquest taught me a lot about why the turtles are endangered.

I didn’t have time to look at any more of the webquests but I am going to go back to the computer lab one day next week to look at some more!

I didn’t know that turtles have been around for 225 million years and I didn’t realize that so many turtles worldwide are in danger from loss of habitat. Miskwaadesi and her turtle relatives have so much knowledge to share - we must try very hard to change our behaviours so that the turtles will be able to survive and to thrive.
What is a webquest? A WebQuest is defined, by Bernie Dodge at San Diego State University, as “an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the Internet.” Webquests provide the students with a safe search device to learn more about a topic as they respond to a series of questions that are answered by visiting a variety of websites. Teachers who are not familiar with webquests may wish to follow the short tutorial that explains the philosophy and process - see this website for the tutorial:  
http://www.teachersfirst.com/summer/webquest/quest-a.shtml

Webquests are a great way to introduce students to research on the internet in a safe way and to provide students with an opportunity to conduct an inquiry. There are several good websites that have been developed for student use.

Each webquest begins with a question; a series of tasks that students must discover, often with worksheets; and an activity to demonstrate learning. There is usually a parallel teacher page for each webquest to help teachers monitor student work.

Sea turtles are an important part of cultural history for people all over the world. Ancient myths and legends present the turtle as a symbol of strength, stability and wisdom. A Chinese myth tells the story of the creation of the earth occurring on the shell of an immense turtle. Many other cultures, such as the Greeks and Egyptians, considered the turtle to be sacred. In Bangkok, Thailand, for example, turtles are a sign of immortality. Even today, people give special significance to turtles. They are beautiful, graceful animals, very important to both the environment and to societies both as food and for trade.
THERE ARE EIGHT DIFFERENT SPECIES OF SEA TURTLES ALIVE TODAY:

THE LEATHERBACK (*Dermochelys coriacea*)
is exploited for eggs. It is the largest sea turtle—growing up to 7ft long and weighing at least 1,200 lbs. Instead of a hard shell, it has thin, tough, rubbery skin. Five distinct ridges are formed by small bones buried in their skin. Its carapace is black with white spots while the plastron is whitish to black. This turtle lives in the open ocean, it can dive the deepest and travel the furthest of any other sea turtle. It is found in the oceans off the coasts of Atlantic and Pacific Canada. Its body shape is very streamline; it has powerful front flippers to aid in strong swimming. It is rarely seen except on nesting beaches. Jellyfish are the main component of their diet.

THE LOGGERHEAD (*Caretta caretta*)
has an anti-tropical distribution. It is found in Northern and Southern Indian Ocean, Australia, Japan and the Southeastern US, also found in the Atlantic Ocean off eastern Canada. The loggerhead can be identified by its large head as well as by a reddish brown carapace (upper shell) and dull brown or yellow plastron (lower shell). The loggerhead can grow between 32-41 inches and can weigh up to 350 lbs. This turtle doesn’t suffer from poaching or capture for meat, but rather from accidental capture. It has powerful jaws for eating shellfish living on the bottom of the ocean.
THE GREEN TURTLE (*Chelonia mydas*) is a circumglobal species and is the most common of the eight sea turtles. The green turtle can be recognized by a single pair of scales in front of the eyes rather than 2 pairs of scales, which most sea turtles have. They are one of the largest species of sea turtles: their shells can be up to 3 ft long, and they can weigh up to 300 lbs.

They are called green sea turtles for the color of the fat under their shell, not for the actual color of the shell, which can range from a greenish shade, to brown, black, or even gray.

The green turtle feeds on seagrasses and seaweed. Its important nesting and feeding grounds are in the tropics. It has long been harvested for meat and eggs in Costa Rica, Caribbean, Indonesia, and Panama. Its cartilage is used in Asian countries for turtle soup.

THE BLACK TURTLE (*Chelonia agassazii*) which is named for the black or gray color of its shell, is confined to the Eastern Pacific Ocean. It is protected in the Galapagos and nominally in Mexico. They are still subject to illegal harvest, and are on a decline.

THE FLATBACK TURTLE (*Natator depressus*) live only in the waters of Australia where it is protected by law, with the exception of aboriginal harvest. It is named for its flat shell, and can grow up to 39 inches long and 198 lbs.
THE HAWKSBILL (*Eretmochelys imbricata*)
is subject to intense intentional trade. Its beautifully patterned shell is a source of tortoiseshell used to make jewelry and combs. Its narrow head and beak make it look like a hawk, owing to its name. This is one of the smaller sea turtle species. It only grows 30-36 inches and weighs 100-150 lbs. It is common on tropical reefs in the Caribbean islands and Australia. It is smaller than the green sea turtle and its shell is reddish brown with yellow streaks. It feeds on encrusting animals such as sponges, sea squirts barnacles, and seaweed.

THE OLIVE RIDLEY (*Lepidochelys olivacea*)
nests mainly in the Pacific Ocean, around Costa Rica, Mexico and Nicaragua, as well as the Northern India Ocean. It is the most abundant species of sea turtle, as well as one of the smallest, weighing less than 100 lbs. It is olive green in color, giving it its name.

THE KEMP’S RIDLEY (*Lepidochelys kemp*)
is the rarest species of sea turtle as well as most endangered. Kemp’s Ridley is the smallest sea turtle, only growing to be 24-28 inches and weighing 77-100 lbs. Its carapace is olive green, and its plastron is yellowish. This turtle only nests on one beach in the world, in Rancho Nuevo, Mexico. In 1942, in only one day, 42,000 Kemp’s Ridleys could be seen nesting on this beach. In 1995, there were only a total of 1,429 nests.
REPRODUCTION IN SEA TURTLES:

**Mating:** During the mating season, all species of marine turtles migrate from feeding areas to mating areas. After mating, the males then return to foraging areas while the females proceed to nesting beaches. Some turtles migrate more than 2600 km, but most travel less than 1000 km. Female turtles do not usually reproduce every year, except for Kemp’s Ridley. Males may breed every year. Mating can occur anywhere in the water but usually occurs at the surface. Mating is not gentle. The male bites the female’s flippers and neck. Her shell gets clawed from the male’s large claws on the hind and front flippers that hold him in place. The male may also get attacked from other males during this process. Males will bite other male’s tails and flippers. Turtles can stay together while mating for about 10 hours.

**Nesting:** Most females lay several clutches of eggs, which reduces the likelihood of all eggs being lost. This can be done at 2-week intervals. When nesting, turtles generally escape the heat by creating their nests at night, except for the L. kempi and N. depressus. Eggs hatch after 6 to 13 weeks of incubation depending on the temperature. They generally hatch in the early evening. They can tell whether it is evening or daytime based on the temperature of the sand. They dig toward cooler sand; if they start digging and the sand gets progressively warmer they wait until the sand cools. If they hatched during the day they would have to face excessive heat and predation.

**Navigation:** After hatching, sea turtles primarily use vision to find the sea, orienting themselves toward the brightest light, presumably the moon. They move away from elevated silhouettes, such as sand dunes and vegetation. Turtles also rely on wave cues to swim offshore, moving toward approaching waves. They sense the wave motion under water by monitoring the sequence of accelerations they experience in the water column. Loggerhead and leatherback hatchlings use internal magnetic compass orientation. Turtles emerge from their nests without an established directional preference. They acquire a directional inclination while crawling on the beach toward a light source. This sets their magnetic compass. They do not have a polarity-based system but an inclination system, which means they follow the intensity of the earth’s magnetic field and not the poles.
**Conservation:** Sea turtles worldwide are being protected under the endangered species list and by federal agencies. Efforts are being made to develop local help and to educate locals on the importance of these marine reptiles, not only for the future generations, but also for the health of the environment. Unfortunately, sea turtles are still being killed in drift nets, disoriented by street lights, taken as eggs for alcoholic beverages, and are killed as adults for souvenirs, food and shell products. Worldwide, help is needed from both young and old to save these remarkable ancient, endangered animals. Currently, there are several different attempts being made to help protect these species and increase their populations. Shrimp trawling is a large problem for sea turtles, many get caught in the nets and drown. TED’s (Turtle Exclusion Devises) have been developed to reduce sea turtles getting caught in these nets. TED’s are trap doors in the nets that allow the sea turtles, but not the shrimp to escape. Shrimp farms are also being started. Instead of harvesting the shrimp, which can cause the accidental capture of the turtles as well as other marine animals, shrimp are being raised in farms. Turtle hatcheries have also helped reduce the decline of sea turtles by removing the eggs from nests where they may be eaten by predators or removed by poachers. The eggs are taken to the hatchery where they are incubated and later released. In Atlantic Canada scientists work with the fishermen to conserve leatherback and loggerhead sea turtles.

The Native American people of Hawaii have a special relationship with the sea turtles that make their home on the Hawaiian Islands. Students will find a story about a memorial that was installed to honour Kauila, a sea turtle in 1995 by going to the turtle website at: http://www.turtles.org/monu.htm
1. SEA TURTLE POWERPOINT
Download the powerpoint presentation that introduces the sea turtle clans and discusses their life.

http://marinediscovery.arizona.edu/lessonsF00/brittle_stars/sea_turtle_present5.ppt

Discuss the powerpoint as it is viewed. Create a class note to summarize the powerpoint.

2. SEA TURTLES OF THE WORLD
Copy the descriptions of the 8 sea turtles onto poster board for student reference.

Divide the class into 8 groups and assign one sea turtle to each group. Decide as a class what information will be needed for the presentations - ie size, colour, special features, food, nesting and home sites, endangered status, etc. Student groups research their turtle and introduce the turtle to the class.

Use a globe or map of the earth to identify places where the sea turtles are found. Focus on Canada’s sea turtles: the leatherback and loggerhead http://www.seaturtle.ca

Discuss the reasons why the sea turtles are endangered.

Have students view the Sea Turtle Restoration Project website for more information - http://www.seaturtles.org

The site also provides good links to other organizations that are working to help sea turtles.
3. WEBQUESTING FOR TURTLES
Preview the webquesting sites. Choose the one(s) that seem most interesting to your class and assign pairs and small groups to work together to solve the webquest(s). You may focus on Canada’s two species of sea turtles: the leatherback (Atlantic & Pacific) and the loggerhead (Atlantic) [http://www.seaturtle.ca](http://www.seaturtle.ca). Students respond to the webquest, answering questions and documenting their learning in their journal.

Student groups present their learning to the class.

[http://warrensburg.k12.mo.us/webquest/endangered/index.htm](http://warrensburg.k12.mo.us/webquest/endangered/index.htm)
Leatherback Turtle

Sea Turtles

Leatherback turtle - Costa Rica

Going, Going, Almost Gone - Intro to Sea Turtles

Swimming with the Sea Turtles - intro (gr 3 level)

[http://questgarden.com/43/72/0/061130034236/t-index.htm](http://questgarden.com/43/72/0/061130034236/t-index.htm)
Sea Turtles

Field Trip to See the Leatherbacks - Creating a Brochure

Sea Turtle Quest

Olive Ridley Sea Turtle Quest
1. NETTING HEADACHES
For each group of students the following items are needed:
- 2 small paper cups and 1 plastic spoon per turtle group
- large bag of coloured candies (smarties or skittles-type)
- two-three boxes of pop rocks
- student journals
- teacher-prepared blank charts - see below - for student use

Divide the class into their turtle research groups. Give each group a spoon (trawling nets), and an empty cup (boat). The coloured candies will represent different ocean species that often are caught accidentally in the traps. The pop rocks will represent the shrimp (note: these candies are smaller and more difficult to catch and represent what happens as the trawl nets try to trap the small shrimp). With the class, assign a separate candy colour for each captured organism - halibut, tuna, dolphin, insects, leatherback turtle, olive ridley turtle, green turtle, loggerhead, etc. Record the colours and the species on a chart, in student journals, and/or on the white board.

Provide each group with about half a cup of candies and pop rocks mixed together. Group members each take a spoonful of candies from their cup, and place the candies into the empty ‘boat’, recording the number of each colour of organism they catch on their personal chart in their journal.

<table>
<thead>
<tr>
<th>COLOUR/SPECIES</th>
<th>FISHER 1</th>
<th>FISHER 2</th>
<th>FISHER 3</th>
<th>TOTAL</th>
<th>CLASS TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purple/Leatherback</td>
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<td></td>
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<tr>
<td>Green/Loggerhead</td>
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<tr>
<td>Red/Dolphin</td>
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<tr>
<td>Blue/Tuna</td>
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<td>Yellow/Halibut</td>
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<tr>
<td>Orange/Loggerhead</td>
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<tr>
<td>Poprocks/Shrimp</td>
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<tr>
<td>Bycatch</td>
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</table>
When each group member has had a chance to go fishing, the group compiles the results and adds their numbers to the class chart or white board. Subtract the total number of shrimp caught from the overall total in order to see the amount of bycatch that results in shrimp harvesting.

The class and the teacher discuss their findings and the overall costs of trawling and net fishing to the marine environment. Discuss why this is decreasing sea turtle populations, and what is being done or can be done to prevent this (TED nets, etc.).

Provide students with the information about the conservation efforts that exist today to help protect these species (various conservation groups, turtle farms, etc.). Students reflect in their journals on ways that bycatch can be reduced. http://www.seaturtle.ca

2. SEA-TURTLE QUIZ AND MORE
Students take the sea turtle interactive quiz that is found on this website:

Teachers may like to download the pdf file on a point coordinate math activity on sea turtles at: http://www.cccturtle.org/pdf/SeaTurtleDesignCoordinates.pdf

Students can create their own sea turtle from a paper plate- see this website for instructions:

3. JOURNAL REFLECTION
Students create a suitable symbol to attach to the cover of their duo-tang to show that they have completed this challenge. As a class, decide upon a suitable symbol to use to cover the 7th scute on the turtle shell poster.

Students individually design an “I Care” card about one of the sea turtles they have studied. The card should indicate why the student cares about this species and may suggest a way that students can become involved in helping endangered sea turtles.
DID YOU LEARN SOMETHING THAT MADE YOU WANT TO DO MORE?

WEBQUESTING WITH ONTARIO’S TURTLES
Work with a small group to create a webquest about fresh-water turtles.
You will find assistance with developing your webquest at this website:

http://webquest.sdsu.edu/LessonTemplate.html
The templates provide a variety of styles and ideas for putting your webquest together

http://projects.edtech.sandi.net/staffdev/tpss99/anatomy.htm
This site describes each page of a webquest.
1. **THE LEATHERBACK**
*(Dermochelys coriacea)*
is exploited for eggs. Its Atlantic colonies seem to be secure from disruption, but other sites have declined. It is the largest sea turtle—growing up to 7ft long and weighing at least 1,200 lbs. Instead of a hard shell, it has thin, tough, rubbery skin. Five distinct ridges are formed by small bones buried in their skin. Its carapace is black with white spots while the plastron is whitish to black. This turtle lives in the open ocean, it can dive the deepest and travel the furthest of any other sea turtle. Its body shape is very streamline; it has powerful front flippers to aid in strong swimming. It is rarely seen except on nesting beaches. Jellyfish are the main component of their diet.

2. **THE LOGGERHEAD**
*(Caretta caretta)*
has an anti-tropical distribution. It is found in Northern and Southern Indian Ocean, Australia, Japan and the Southeastern US. The loggerhead can be identified by its large head as well as by a reddish brown carapace (upper shell) and dull brown or yellow plastron (lower shell). The loggerhead can grow between 32-41 inches and can weigh up to 350 lbs. This turtle doesn’t suffer from poaching or capture for meat, but rather from accidental capture. It has powerful jaws for eating shellfish living on the bottom of the ocean.
3. **THE FLATBACK TURTLE**  
*Natator depressus*  
live only in the waters of Australia where it is protected by law, with the exception of aboriginal harvest. It is named for its flat shell, and can grow up to 39 inches long and 198 lbs.

4. **THE GREEN TURTLE**  
*Chelonia mydas*  
is a circumglobal species and is the most common of the eight sea turtles. The green turtle can be recognized by a single pair of scales in front of the eyes rather than 2 pairs of scales, which most sea turtles have. They are one of the largest species of sea turtles; their shells can be up to 3 ft long, and they can weigh up to 300 lbs. They are called green sea turtles for the color of the fat under their shell, not for the actual color of the shell, which can range from a greenish shade, to brown, black, or even gray. The green turtle feeds on seagrasses and seaweed. Its important nesting and feeding grounds are in the tropics. It has long been harvested for meat and eggs in Costa Rica, Caribbean, Indonesia, and Panama. Its cartilage is used in Asian countries for turtle soup.

5. **THE HAWKSBILL**  
*Eretmochelys imbricata*  
is subject to intense intentional trade. Its beautifully patterned shell is a source of tortoiseshell used to make jewelry and combs. Its narrow head and beak make it look like a hawk, owing to its name. This is one of the smaller sea turtle species. It only grows 30-36 inches and weighs 100-150 lbs. It is common on tropical reefs in the Caribbean islands and Australia. It is smaller than the green sea turtle and its shell is reddish brown with yellow streaks. It feeds on encrusting animals such as sponges, sea squirts barnacles, and seaweed.
6. **THE OLIVE RIDLEY**
(*Lepidochelys olivacea*)

nests mainly in the Pacific Ocean, around Costa Rica, Mexico and Nicaragua, as well as the Northern India Ocean. It is the most abundant species of sea turtle, as well as one of the smallest, weighing less than 100 lbs. It is olive green in color, giving it its name.

7. **THE KEMP’S RIDLEY**
(*Lepidochelys kempi*)

is the rarest species of sea turtle as well as most endangered. Kemp’s Ridley is the smallest sea turtle, only growing to be 24-28 inches and weighing 77-100 lbs. Its carapace is olive green, and its plastron is yellowish. This turtle only nests on one beach in the world, in Rancho Nuevo, Mexico. In 1942, in only one day, 42,000 Kemp’s Ridleys could be seen nesting on this beach. In 1995, there were only a total of 1,429 nests.

8. **THE BLACK TURTLE**
(*Chelonia agassazii*)

which is named for the black or gray color of its shell, is confined to the Eastern Pacific Ocean. It is protected in the Galapagos and nominally in Mexico. They are still subject to illegal harvest, and are on a decline.