

# Endangered Species Lesson

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This unit is designed to collaborate with Science, English and Library teachers. It is written to be used with 8<sup>th</sup> grade students. The students will be learning about endangered animals in Science. Each student will become an expert on one endangered animal. Students will research the animal and then present a persuasive power point to their classmates on the importance of saving their endangered animal. The students will share facts about their animal. The English teacher can provide basic persuasive speaking research skills. The library teacher will help with the research and presentation of the assignment.

8<sup>th</sup> grade students will spend 5 class periods researching and preparing for their project. Two additional sessions will be needed for students to share their power point and reflection.

Students will need computers with Internet access

Students will need non-fiction books related to their animal of choice.

Overview This unit is designed for 8<sup>th</sup> grade students to orient students to the plight of endangered species and help them understand and gain perspective on this topic. It also teaches them research and persuasive writing skill. Students will present their finding by creating a 2-3 minute Power point.

The focus Questions will be, How can I help save this endangered animal? Why is this species important? How are actions of humans connected to this endangerment of your animal?

Goals Students will be able to define the word endangered

Students will develop empathy, concern, and awareness of and about endangered animals.

Students will research one animal in order to understand the problems and possible solutions for a particular animal.

Students will understand the major factors that cause animals to become endangered.

Students will explore their own ideas of what needs to be done to help save endangered animals.

Objective Students will create a 2-3 minute powerpoint on an endangered species, listing the major characteristic of the species and present to their classmates about the importance of saving their chosen endangered animal.

Students will use online information resources appropriately and effectively.

Students will describe the physical, geographical and ecological characteristics of their chosen animal

Standards addressed

ISTE standard 3a,4a,4b,3c

Mt Literacy/Library Media content standard 1 and 2

AASL 1.1.3, 1.2.1, 1.1.4, 1.1.5

MT.CC. RI8.8

MT.CC.W.8.7. W.8.8

MT.CC. SL.8.2. 8.4

TC2(6-8)

Technology used-Students will use computers supplied by school. Suggested websites include

Google Earth, US Fish and Wildlife Endangered Species Program.

Kidsplanet.org , worldwildlife.org, readwritethink.org

Geocities.com

Collaboration in Social Studies possibilities-Include a picture of the continent where the species lives (Color area on map) write a paragraph describing the area

English-write a persuasive paragraph on how you feel about the animal and what you can do to help

Science- list common name and picture of animal, list domain, kingdom, phylum, class, order, family, genus and species.

Tell others- tell family and friends about your animal

Librarian/tech- power point instruction

Lead in- Students will brainstorm prior knowledge. Ask students what they know about endangered animals. Record all responses, correct and incorrect. Save this for the end of the unit and cross out the incorrect responses at this time, and other facts that were learned during unit.

To begin research, students read about endangered animals on the World Wildlife fund's website and choose one animal. [www.worldwildlife.org](http://www.worldwildlife.org)

Teacher ask students why they think it is important for us to try to save endangered animals and will generate a list of reasons on the board.

Ask "Is the world a safe place for all animals?" why or why not.

What does it mean to be endangered?

How do you feel about this problem?

How do you think this situation can be realistically improved?

Why should it be?

Students will chose an endangered animal of their choice and begin their researching.

After they have complete their research , think about the causes of endangerment that you found. What can be done to take your animal off the endangered list? Your task is to persuade your audience to save your endangered animal.

Use a graphic organizer to plan a 5 paragraph persuasive essay

Closure-What did you learn as you completed your research project?

What did you learn about your animal that you did not know before?

What else would you like to learn?

Evaluation- use scoring rubric to evaluate. Read, Write, Think provides scoring rubrics for teachers.

Also have an editing checklist for peer use and for self.

## Extensions and remediation

A template with information outlined for the student to fill in will be provided. A peer tutor will be assigned to work with students who need help with grammar, spelling or computer skills.

Create a poster that highlights important facts of your animal.

Create a Venn diagram comparing 2 endangered animals

Create a line or bar graph to show data about your animal