**Objective:** Students will become familiar with endangered species and how humans contribute behaviors can contribute to species endangerment

**Target Audience: 4th Grade Students**

**Standards:**

**Instructional Activity:**

1. The teacher will provide definitions for endangered species and discuss how human behaviors can contribute to species endangerment.
2. The teacher will then divide the students into groups of 2-3 and provide each group with a list of endangered species.
3. Using the list provided by the teacher, each group will choose and research information on three endangered species. The research must include the species’ geographical location, habitat, and reasons for endangerment (this must also include how human behaviors have contributed to the endangerment).
4. After completing their research, the students will list ways they can help protect their chosen endangered species.

**Assessment:**

Each group will use their list to develop a plan for protecting endangered species. The students will prepare a PowerPoint presentation to present their plan to the class.

The presentation must cover:

* An explanation of the plan
* Ways to implement the plan
* How species will benefit from the plan
* How human behaviors can affect the plan

**Materials:**

Computer with Internet Access and Microsoft PowerPoint  
Pencil/Pen  
Paper

**Group:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Presentation**  **Criteria** | **3 Points** | **2 Points** | **1 Point** | **0 Points** |
| **Preparation** | Presented on assigned day and turned in completed research and list | Presented on assigned day, but turned in incomplete research or list | Presented on assigned day, but did not turn in research and list | Did not present on assigned day and did not turn in research and list |
| **Organization** | Information was presented in a logical manner that was easy to follow | Information was presented in a logical manner and was somewhat easy to follow | Information was somewhat difficult to follow and student tended to jump from topic to topic | Information was not presented in a logical manner and there was no order to the presentation. |
| **Technical Specifications** | Each slide contained animation and a graphic that was relevant to the information on the slide | Used some slide animations and all but one slide contained a graphic that was relevant to the information on the slide | Used some animations and all but 2-3 slides contained a graphic that were relevant to the information on the slide | No slide animations and graphics were used |
| **Grammar/Mechanics** | Presentation had no spelling errors and contained an introduction, body, and conclusion | Presentation had 1-2 spelling errors and contained and introduction, body, and conclusion | Presentation contained 3-4 spelling errors and at least two of the following: introduction, body, or conclusion | Presentation contained 5 or more spelling errors and only one of the following: introduction, body, or conclusion |
| **Overall Presentation** | An outstanding presentation that kept the teacher and classmates interested | A good presentation. The presenters kept the teacher and classmates interested throughout most of the presentation | The presenters were not comfortable during the presentation and kept the teacher and classmates interested through little of the presentation | The presenters were not comfortable with the presentation and did not keep the teacher and classmates attention during the presentation |

**Total: \_\_\_\_\_/15**