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| Social Studies or Science Standard | Related Activity or Instructional Idea |
| **S4L2. Students will identify factors that affect the survival or extinction of organisms such as adaptation, variation of behaviors (hibernation), and external features (camouflage and protection).** a. Identify external features of organisms that allow them to survive or reproduce better than organisms that do not have these features (for example: camouflage, use of hibernation, protection, etc.).  b. Identify factors that may have led to the extinction of some organisms.  **S4L1. Students will describe the roles of organisms and the flow of energy within an ecosystem.** c. Predict how changes in the environment would affect a community (ecosystem) of organisms.  d. Predict effects on a population if some of the plants or animals in the community are scarce or if there are too many. | Students will discuss why animals have become extinct and why they believe animals have become endangered. There will be a teacher led discussion about these issues. In the teacher led discussion we will read some poetry and listen to some music that is related to endangered animals (below is the links/information about the poetry and songs). Then students will work in partner groups and will choose an endangered or extinct animal. The students will then research their animal using technology and the library. The students will create a movie in PhotoStory3 containing interesting facts and pictures about their animal and create a list of why their animal has become endangered/extinct. They will also include a list of steps they would have taken to prevent their animals from becoming endangered/extinct. After this each partner group will present their animal to the class. Students will be given a rubric to follow for this project.   **Poetry** **Let Me Live***by Amy Carnes*   The darkness is closing in  Soon I will be gone  Why do I deserve this?  I've done nothing wrong.  I'm thrown in to a crate  I feel so cold and alone  I wonder what's next  The future is unknown. Hundreds of others around me  Screaming for their parents  I know they will not come  They've been shot protecting us.  Everyday this happens  Innocent animals killed for money  Another day, another kill  It's not the one bit funny.  Do your self a favour  If not for you, for your future kids  Save us endangered animals  Please just let us live!   **Petrified Pandas***by Dylan Baker* Ten Petrified Pandas, one of them hid in a mine, he died out,  Unfortunately there were nine.  Nine Petrified Pandas, one fell off a crate,  Unfortunately there are only eight.  Eight Petrified Pandas, one went to heaven,  Unfortunately there are only seven.  Seven petrified Pandas, one got hurt by sticks,  Unfortunately there are six.   Six Petrified Pandas, one got stuck in a hive.   Unfortunately, there's only five.   Five Petrified Pandas, one fell flat on the floor.   Unfortunately there's only four.   Four Petrified Pandas one of them wanted to flee  Unfortunately, there's only three  Three Petrified Pandas, one of them swallowed a shoe  It's your fault there's only two.   Please help the pandas or they will be extinct. <http://www.poetryzone.ndirect.co.uk/animals.htm>  **Music** Animals in Danger (opening activity, song will be played prior to discussion about the new topic of study to get students to start thinking) [http://www.wikispaces.com/i/mime/32/empty.png](http://7465-project5.wikispaces.com/file/view/Animals+in+Danger.wpl) [Animals in Danger.wpl](http://7465-project5.wikispaces.com/file/view/Animals+in+Danger.wpl)  Goodbye Panda Bear  [http://www.wikispaces.com/i/mime/32/empty.png](http://7465-project5.wikispaces.com/file/view/Goodbye+Mr.+Panda.wpl) [Goodbye Mr. Panda.wpl](http://7465-project5.wikispaces.com/file/view/Goodbye+Mr.+Panda.wpl) These are both songs that we will use throughout this lesson.  **Rubric** The rubric can be viewed below. It will be dispersed to all of the students and discussed, before their research begins. |

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| **Endangered Species PhotoStory**  Teacher Name: **Mrs. Vaughn**    Student Name: |

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| CATEGORY | **Outstanding 5** | **Great 4** | **Good 3** | **Okay 2** | **Needs Improvement 1** |
| **Basic Description and Picture of Selected Endangered/Extinct Animal** | Group included all of this basic information about their selected animal: \*habitat and location \*good quality picture \*animal name \*visual description (color, height, weight) \*endangered or extinct? | Group included only 4 of the basic information requirements about their selected animal: \*habitat and location \*good quality picture \*animal name \*visual description (color, height, weight) \*endangered or extinct? | Group included only 3 of the basic information requirements about their selected animal: \*habitat and location \*good quality picture \*animal name \*visual description (color, height, weight) \*endangered or extinct? | Group included 2 of the basic information requirements about their selected animal: \*habitat and location \*good quality picture \*animal name \*visual description (color, height, weight) \*endangered or extinct? | Group included 1 of this basic information requirements about their selected animal: \*habitat and location \*good quality picture \*animal name \*visual description (color, height, weight) \*endangered or extinct? |
| **Interesting Facts About Selected Endangered/Extinct Animal** | Group included 5 or more interesting facts about their selected animal | Group included 4 interesting facts about their selected animal | Group included 3 interesting facts about their selected animal | Group included 2 interesting facts about their selected animal | Group included 1 or less interesting facts about their selected animal |
| **Reasons Why Selected Animal is Endanger/Extinct** | Group included 5 or more reasons why their selected animal is endangered/extinct | Group included 4 reasons why their selected animal is endangered/extinct | Group included 3 reasons why their selected animal is endangered/extinct | Group included 2 reasons why their selected animal is endangered/extinct | Group included 1 or less reasons why their selected animal is endangered/extinct |
| **List of Steps Group Would Have or Would Take to Prevent Selected Animal from Becoming Extinct/Endangered** | Group included 5 or more step to prevent or could have prevented their selected animal from becoming endangered/extinct | Group included 4 steps to prevent or could have prevented their selected animal from becoming endangered/extinct | Group included 3 steps to prevent or could have prevented their selected animal from becoming endangered/extinct | Group included 2 steps to prevent or could have prevented their selected animal from becoming endangered/extinct | Group included 1 or less steps to prevent or could have prevented their selected animal from becoming endangered/extinct |
| **Grammar** | Correct grammar usage and proper writing mechanics with only 0-3 mistakes | Correct grammar usage and proper writing mechanics with only 4-6 mistakes | Correct grammar usage and proper writing mechanics with only 7-9 mistakes | Correct grammar usage and proper writing mechanics with only 10-13 mistakes | Correct grammar usage and proper writing mechanics with only 14-16 mistakes |
| **Group Work** | Outstanding group work | Great group work | Good group work | Okay group work | Needs improvement on group work |
| **Creativity** | Outstanding creativity | Great creativity | Good creativity | Okay creativity | Needs improvement on creativity |