

Wacky Wildlife! Why?

Summary

In this lesson, students will be introduced to the interactions of animals and humans when they encroach on each others environments. They will investigate this idea to determine possible causes. They will also give ideas for solutions to the problems they find.

Time Frame

5 class periods of 60 minutes each

Group Size

Small Groups

Life Skills

Thinking & Reasoning, Communication, Social & Civic Responsibility, Employability

Materials

- Computer
- Endangered Species web sites
- Multimedia software programs

Background for Teachers

Teachers need to know about the Endangered Species Act. They need to have web site resources available and ready for students. The need to be familiar with the introduction video and be able to introduce the topic of animals and humans sharing the same environment.

Student Prior Knowledge

Students should have an awareness of their environment and recognize the animals that share their environment.

Intended Learning Outcomes

Student's will demonstrate their understanding of an animal's place in it's environment and predict what would happen if this animal left it's natural habitat and moved into a suburb or town or humans invade the animal's environment, as is happening across various places in the world. Students will suggest solutions to wildlife issues affecting animals and communities.

Instructional Procedures

Engage - Teacher will show the video "Homer the Elephant Seal" from the Nature Video Database in the section "Animals Behaving Badly". See link below.

The teacher will ask the students questions about the video such as:

- Why is this issue a problem for the animal?

- Why is this issue a problem for the people living in this town?

Explore: The teacher will organize the students into groups of four. Each of the four members will select a unique area of expertise: black bears, sharks, flamingos, sea turtles, or any endangered species of their choice. All the black bear members will meet together to create graphic organizers about black bears. Each of the other group members will meet together and do the same for their animal. They will use the research web sites listed below to help them

gather information.

Students will produce graphic organizers that include information about their animal as well as the effects of those animals moving into cities and towns or when humans move into their environment. They may use Inspiration, Kidspiration, or markers and posterboard to create their graphic organizer.

Students will return to their home groups and present their information.

Explain: In their groups, students will use their information, as well as their sites on wildlife, to come up with plans for dealing with each of their animals when they move into a humans environment or when humans move into their environment.

Students will use their choice of formats (multimedia) to communicate and share their understanding of how these animals and their environments interact when the animals enter a city or town or when humans invade their environment. They may use PowerPoint, Word, iMovie, ComicLife, iPhoto slideshow or any other multimedia program or combination of programs of their choice.

Students will present a plan to resolve the issues that arise. This must be included in their presentation.

Strategies for Diverse Learners

Students working in groups and expert groups will help struggling students. I would also pair up students to work together. I would also allow Spanish speaking or other language speaking students to submit their project in Spanish with some English translations added. The presentation methods they choose addresses some of the diversity in the class.

Extensions

Elaborate: Students will create a website using iWeb showing their solutions for towns to use as a resource.

Students may also investigate the following learning activities to polish their animal knowledge.

Assessment Plan

Students will be presented with a checklist and a rubric to guide their multi-media presentation.

Rubrics

[PhotoStory 3 Poem Rubric](#)

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