

Habitats Unit Study: Endangered Species Research Project

WebQuest Description: Research an Endangered Animal, its habitat, characteristics, why endangered/threatened and what we can do to help.

Grade Level: 3-5

Curriculum: Science

Keywords: Endangered, Threatened, Habitats, Species, Extinct

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WebQuest URL: <http://zunal.com/webquest.php?w=25055>

Introduction

HELLO YELLING AND A L
L AND E D S Y O U R H E L P Many of her animal friends have been dying and are in danger of extinction. She is sad seeing her animal friends suffering and needs your help. It's time to go on a SAVELY OUR ANIMAL QUEST Mother Nature needs you to research an animal, give her an update and details about the animal, and what we can do to help the animal survive. Are you up to the task? Mother Nature knows you are... and that you will find the information she needs so that together we can all help the animals live happy, healthy and long lives. << Next... click on Task Button above >>

Tasks

AS ONE OF MOTHER NATURE'S SPECIAL SCIENTISTS YOU WILL NEED TO RESEARCH DETAILS OF YOUR ANIMAL First you will choose one of the following animals: ~ Polar Bear ~ Whooping Crane ~ Blue Whale ~ Ferruginous Hawk ~ Swift Fox ~ Burrowing Owl ~ Eastern Wolverine You will be provided with a Research Booklet, which outlines specific details and information you will need to research. In this Save Your Animal Quest, you will be provided with internet links to complete your research. Ensure you record all the information needed for your quest. All your work will help Mother Nature and everyone understand your animal and how we can help your animal from being endangered. Your completed Research Project must include the following: ~ Title Page --- that includes a picture of the animal and their habitat. ~ Research Booklet --- with all your notes completed during research. ~ Project Rough Draft --- writing complete sentences and using the topics from the Research Booklet, outline details of your research. ~ Project Good Copy --- once your rough draft is completed and edited, complete a good copy of your project. ~ Habitat Map --- A map will be provided, which must be colored to show where the animal can be found and its range, and must include a legend. << Next... click on Process Button above >>

Process

STEPS TO START THESE ACTIVELY OUR ANIMAL QUEST So let's review the specific steps Mother Nature needs you to follow in order to successfully complete this quest. 1. UNDERSTAND: Review your Research Booklet to confirm and understand the information you need to gather. 2. REVIEW: Select the each available web link for your animal, read and review the information available about your animals. 3. RECORD: As you review each website, record the appropriate information in your Research Booklet. 4. COMPLETE: Once you have completed your research, gather and review your notes and complete a rough draft of the assignment, make sure to write complete sentences. Polar Bear: Resource 1 ~ Resource 2 ~ Resource 3 Blue Whale: Resource 1 ~ Resource 2 ~ Resource 3 Ferruginous Hawk: Resource 1 ~ Resource 2 ~ Resource 3 Eastern Wolverine: Resource 1 ~ Resource 2 ~ Resource 3 Whooping Crane: Resource 1 ~ Resource 2 ~ Resource 3 Swift Fox: Resource 1 ~ Resource 2 ~ Resource 3 Burrowing Owl: Resource 1 ~ Resource 2 ~ Resource 3 Sea Otter: Resource 1 ~ Resource 2 ~ Resource 3

Evaluation

Category and Score	Beginning 1	Developing 2	Very Good 3	Exemplary 4	Score
Knowledge & Understanding (Characteristics of the species and its status)	Student demonstrates a limited understanding about the negative impacts of human interaction on their species. Student report has little or no clarity of ideas that focus on the species and its habitat.	Student demonstrates some understanding about the negative impacts of human interaction on their species. Student report has some clarity of ideas that focus on the species and its habitat.	Student demonstrates considerable understanding about the negative impacts of human interaction on their species. Student report has a general level of clarity of ideas that focus on the species and its habitat.	Student demonstrates thorough understanding about the negative impacts of human their species. Student report communicates strong clarity of ideas that focus on the species and its habitat.	%25
Thinking and Inquiry	Student rarely uses appropriate scientific vocabulary and concepts. Facts are inaccurate, misleading or incomplete.	Student occasionally uses appropriate scientific vocabulary and concepts. Some facts are accurate and relevant information.	Student often uses appropriate scientific vocabulary and concepts. Most facts are accurate and relevant information.	Student consistently uses appropriate scientific vocabulary and concepts. Facts are completely accurate and relevant.	%25
Communication (Expression and Organization of Ideas)	Student provides limited detail about the elements of their species. (Appearance, Habitat, Adaptations, Range, Food, Predators, Life Cycle, Human Impact, Current Status and Conservation Efforts). The length of the research report is inconsistent with the message. Student does not communicate the information in their own words.	Student provides some detail about the elements of their species. (Appearance, Habitat, Adaptations, Range, Food, Predators, Life Cycle, Human Impact, Current Status and Conservation Efforts). The length of the research report is somewhat appropriate to the message. Student communicates some of the information in their own words.	Student provides considerable detail about the elements of their species. (Appearance, Habitat, Adaptations, Range, Food, Predators, Life Cycle, Human Impact, Current Status and Conservation Efforts). The length of the research report is appropriate to the message. Student communicates most information in their own words.	Student provides thorough detail about the elements of their species. (Appearance, Habitat, Adaptations, Range, Food, Predators, Life Cycle, Human Impact, Current Status and Conservation Efforts). The length of the research report is very appropriate appropriate to the message. Student effectively communicates all information in their own words.	%25
Application	Student research is limited and not complete. Research was not done independently.	Student research is somewhat complete. Research was done independently.	Student research is complete. Research was done independently	Student research is complete with great detail. Research was done independently.	%25
				Total Score	%100

Conclusion

THANKS YOU FROM MOTHER NATURE
 Mother Nature thanks you for all your hard work during this quest... you have been a big help. Make sure to review your Research Booklet to ensure all sections have been completed, and then you can get started on your rough draft. Make sure you complete the Map as well. Upon completing this assignment, you should be closely familiar with your animal, its habitat, characteristics, and more... and most importantly is knowing how to save your animal from being endangered.

Teacher Page

Ontario Science & Technology Curriculum Specific Expectations: Understanding Basic Concepts~ classify organisms according to their role in a food chain (e.g., producer, consumer); ~ demonstrate an understanding of a food chain as a system in which energy from the sun is transferred eventually to animals, construct food chains of different plant and animal species (e.g., carrot’rabbit’fox), and classify animals as omnivore, carnivore, and herbivore; ~ describe structural adaptations of plants and animals that demonstrate a response of the living things to their environment (e.g., the height of a plant depends on the amount of sunlight the plant gets; many animals that live in the Arctic have white fur); ~ Developing Skills of Inquiry, Design, and Communication~ use appropriate vocabulary, including correct science and technology terminology, in describing their investigations, explorations, and observations (e.g., habitat, population, ecological niche, community, food chain); ~ Relating Science and Technology to the World Outside the School ~ describe ways in which humans can affect the natural world (e.g., urban development forces some species to go

elsewhere and enables other species to multiply too rapidly; conservation areas can be established to protect specific habitats);4s16 ~ show the effects on plants and animals of the loss of their natural habitat (e.g., nesting sites of ducks may be destroyed when a dam is built);4s18

Standards

Credits

Other