

Species Expert Sheet.

Exciting news! The National Wildlife Federation is sponsoring grants for elementary schools who are interested in developing programs for protecting endangered species. Our class could win \$1,000,000! But first we need to decide on an animal to support.

In order to determine the best species for us to design our program around, we must collect evidence which supports our argument of why this species is so important to protect...

\$1,000,000 worth of importance that is! Using the questions below, collect information on your species and its role in our ecosystem. Once you have become a species expert, you will meet with your group of likeminded advocates and come up with the three most important points about why this animal needs so much money and support.

Our animal is the

_____.

It can be found in the _____.

More specifically its habitat is _____

It eats: _____

Now that you have started, you have an idea of how to summarize the information you collect. Here are some other important questions about your animal you may want to know. The answers to these questions may help you form your argument.

1. What are its predators?
2. How long does it live?
3. How often do they reproduce and in what numbers?
4. Where does it live other than the Southern Appalachian Mountains?
5. What is causing this species' population to decline?
6. How many of them are projected to be left?

Glue a picture of your animal here

7. What role does it play in the ecosystem?
8. What would be the resulting impact if this species ceased to exist?
9. Do they create problems for humans? If so, what sort of problems?
10. What difficulties would humans face when developing a plan to protect this species?
11. What are three other things that you learned about this animal or its habitat that you were not specifically asked above?
12. What benefits does the existence of this species provide for humans?

In order to accommodate the variety of reading levels present in our classroom, we gathered some appropriately leveled reading resources ahead of time. For lower readers, we suggest highlighting important text passages ahead of time which can help these students focus in on essential information needed for answering their questions.

Argument evaluation.

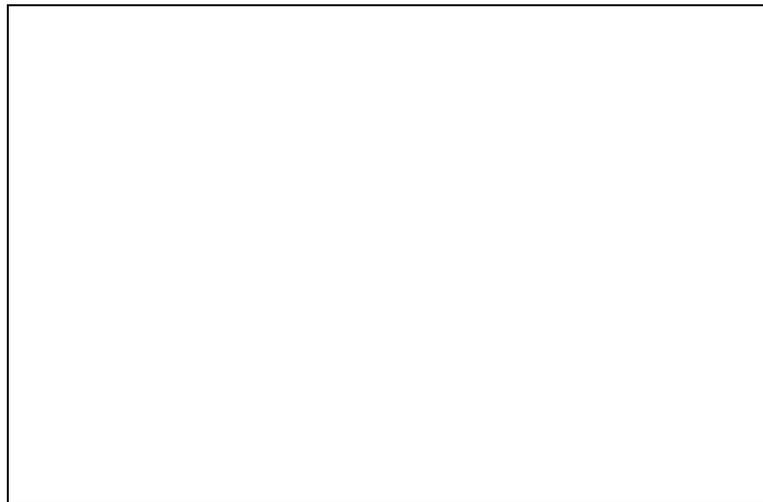
Listen carefully to the argument made by this group. Give them a score for each category by highlighting either yes or no in each row. Provide support for your score using examples of what was said during their presentation.

			Here's my evidence
I understand why it is important to save this species.	Yes	No	
This group gave evidence for why their species should be saved.	Yes	No	

The group told me where they found their evidence for why their species should be saved.	Yes	No	
I know how the ecosystem will be impacted if this species becomes extinct.	Yes	No	
This is the most important species to save.	Yes	No	

Postactivity assessment.

Using the space below, draw a food web which includes the animal/plant you learned about. Think about the other species that are affected by your animal or plant. Draw arrows to indicate the transfer of energy between your species and the others that are impacted by it. Now cross your species out, it has become extinct.



Now, specifically describe the potential impact on the ecosystem if your species was to become extinct. You may use the evidence you collected earlier in this lesson to help you describe the impact.

Grading rubric for species argumentation activity.

	0	1	2	Here's my evidence
The student created an argument based in evidence.	Not Observed	Partially Observed	Sufficiently Observed	
The student refined and improved their argument based on feedback from others.	Not Observed	Partially Observed	Sufficiently Observed	

<p>The student explained through their argument what impact the extinction of their species would have on the ecosystem.</p>	<p>Not Observed</p>	<p>Partially Observed</p>	<p>Sufficiently Observed</p>	
<p>The student created a food web which depicted its relationship to other organisms in the ecosystem.</p>	<p>Not Observed</p>	<p>Partially Observed</p>	<p>Sufficiently Observed</p>	
<p>The student explained through their food web post activity assessment what impact the extinction of their species would have on the ecosystem.</p>	<p>Not Observed</p>	<p>Partially Observed</p>	<p>Sufficiently Observed</p>	