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| Teacher:  | **Subject/Grade:** Sciences/ Middle School |
| **Objective/Standard:** Endangered Species | **Materials:** Pencil, paper, handout, whiteboard, markers, computer or materials to make visuals like posterboard or paper |
| **Length of Lesson:** 1 week | **Goal:** Understand the importance of saving endangered species, the role they play in the world, and identify solutions. |

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| **Engage:** *Students will individually build a food web in an environment of their choosing and think about interactions at different habitats within their web. After completing the web, the teacher will go around and remove a species or present a hazard that will ultimately alter the web. Have the student attempt to fix these alterations and present their issue to the class. Give the student a handout of questions about habitat destruction and species interactions in an environment so they can follow along and generate ideas as they build their web.* |
| **Explore:** Introduce the topic of Endangered Species and generate a discussion to find out what students know.*Bring up the question: Why do we care? On the board write answers as students raise hand. Make sure they address potential values to nature, the environment, and humans. Come back to the list at the end of the lesson and add or reevaluate. Look at not only animals but plants as well.*  |
| **Explain:** *Teachers will give a lecture-based presentation on the Endangered Species Act. May address topics like deforestation, climate change, urbanization, and/or bycatch. Presentation will give real life examples and past solutions and the teacher may choose to focus on land or water. Look at causes for endangered species and evaluate a few case studies within the presentation. Ask questions to generate a discussion throughout.*  |
|  **Elaborate:** *Students in groups will pick an endangered species of choice. They will address the questions of who, what, when, and how. They will make a slideshow all about their species of choice (Around 10 slides) and give a 10-15 min presentation (or create visuals they can hold and show). Students will also address a potential solution that addresses all stakeholders in the problem.*  |
| **Evaluate:** *(This will be given on start date and due on the last day of the lesson. Make sure to give reminders throughout the time frame and check in on progress. Also give a few minutes of work time in class.)* *Generate Awareness: Have students choose to either create an elementary lesson plan or a social campaign focusing on endangered species as a whole or one species of their choosing. In their project, students must explain what it means to be endangered and stress the importance of saving these species. They will present on the last day of the lesson. Give students a set list of things to include and make sure their presentations are detailed*. |

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