



Endangered Species Project

Based on a webquest designed by Carol Haggard and Janet Ritchhart
Modified by Suzanne Porath

Introduction

The earth's ecosystem is in a crisis. Human activities are threatening plant and wildlife at alarming rates. Scientists believe species are becoming extinct at the rate of 1 every 15 minutes...100 each day...4,000-6,000 each year. Some estimates indicate that as much as one fifth of all the species on earth today will have vanished by the end of the century.

After specializing your research on one endangered animal, you will give a StarOffice Impress presentation for the Endangered Animal Foundation to raise donations to help preserve endangered animals.

Task

The Endangered Animal Foundation needs contributions to continue its efforts to save endangered animals around the world. As an Endangered Animal Specialist (EAS), you have been hired to give StarOffice Impress presentations to encourage donations to the Endangered Animal Foundation.

As an Endangered Animal Specialist, you will research an endangered animal and present its description, habitat, food web, adaptations, reasons for endangerment, and other critical information to convince groups and individuals to do their part to preserve the unique animal species we have on the earth today.

Process:

Step 1: Choose one of the following endangered species. Some listing have sub-species. Only one student per animal.

- Atlantic Salmon
- Corals
- Elephants
 - African
 - Asian
- Great Apes (choose one)
 - Gorilla
 - Chimpanzee
 - Orangutan
- Marine Turtles
 - Leatherback
 - Hawksbill
 - Loggerhead
 - Green
- Monarchs
- Pandas
- Pikas
- Polar Bears
- African Rhinos
 - Black
 - White
- Snow Leopards
- Tigers
 - Amur (Siberian)
 - Bengal
 - Indochinese
 - South China
 - Sumatran
- Whales
 - Blue whale
 - Humpback whale
 - Minke whale
- Gray whale
- Sperm whale
- Dolphins
 - Ganges River dolphin
 - Irrawaddy dolphin
 - Maui's dolphin
- Bats
- Blackfooted Ferret
- Black-tailed Prairie Dog
- California Condor
- Dwarf Crocodile
- Hyacinth Macaw
- Indian Python
- Komodo Dragon
- Manatee
- Numbat

Step 2 - Take notes on the following information. (See instructions on how to take notes.)

Physical Characteristics and special adaptations

- What does your animal look like?
- Size of male and female, babies
- Outer covering(for example fur, feathers, scales, wings, patterns or colors, teeth, tusks)
- What special physical adaptations does your animal have to help it survive in its ecosystem?
- How does it change as it grows?

Habitat and Habits

- Where in the world does this species live?
- What type of environment do they live in? (for example; mountains, forest, pond)
- Why do they live in this type of environment?
- What type of home does the animal have? (for example; nest, cave)
- What does this species eat? Where does it get its food?
- Is it a consumer or producer?

Reasons for being endangered and conservation effort

- What are the reasons there are low numbers of your species?
- What conservation efforts are being taken to save your animal?
- How is your animal being helped so it does not become extinct?

Step 3 - Write a bibliography of your notes in the correct MLA format. (See Writer's Inc. pages 273-274 and 283)

Step 4 - Create an topic outline of your information.

1. Do NOT write in complete sentences. Short phrases only.
2. Organize by the sub-topics given
3. Use the traditional outlining format

Step 5 - Create a StarOffice Impress presentation to convince groups and individuals to do their part to preserve the unique animal species we have on the earth today.

1. In class, we will talk about designing effective presentations.
2. You MUST give credit to any graphics used.

Resources:

Begin with these resources. Then use your favorite search engine.

World Wildlife Fund

<http://www.worldwildlife.org/endangered/index.cfm>

Electronic Fact Sheet

<http://www.kidsplanet.org/factsheets/map.html>

Endangered Specie.com

<http://endangeredspecie.com/specieprofile.htm>

National Wildlife Federation

<http://www.nwf.org/wildlife/>

Specific Animals

<http://www.eagle.ca/~matink/themes/Endanger/specific.html#MAM>

Sample Note-taking Form

Today's date: _____ Title: _____ Author(s): _____
Publication type (book/mag/newspaper etc., interview, email or Internet site): _____

Copyright date (or date posted): _____

Publisher name/website address: _____

Publisher city: _____

Pages used: _____

Notes on what I learned from this source and quotes I might want to use:

There are three general types of notes.

1. *Direct quotations*. This is when you copy exactly the words of the author.
 - a. Taking notes on quotations is a piece of cake; you simply write down word for word the passage you want to record. The key here is accuracy. Even if you see obvious grammar or spelling errors, write the passage down word for word
 - b. Include the page number of the quotation
2. *Paraphrases*. This is a detailed summary of specific paragraphs or a group of paragraphs that you put into your own words.
 - a. Paraphrasing is where most students flirt with plagiarism, or copying someone else's words or ideas without giving credit to the author. When you paraphrase, you take the writer's words and put them into your own. Usually when paraphrasing, students translate the author's words sentence by sentence into their own writing. No problem, but you have to cite it. In other words, you have to let the reader know that the thoughts and ideas you just paraphrased are not your own. Check out the example of a paraphrase below:
 1. 'Original quote': "As the Southern states seceded, they seized and occupied most of the federal forts within their borders or off their shores. Only four remained in the hands of the Union." (Gallagher)
 2. 'Paraphrase': When the Southern states left the Union, they took most of the Union forts that were on their territory or off their coasts. The Yankees only held four forts in the entire South.
 - b. You would not need to use quotation marks because they are not the exact words of the author.
3. *Summaries*. In a summary, you write down in your own words a big chunk of information. For example, you would *summarize* an entire article, whereas you would *paraphrase* paragraphs within that article.
 - a. When summarizing, you are just painting the big picture of the material in your own words. Again, you *summarize* an entire article or chapter in your own words. You *paraphrase* specific sentences, paragraphs, or a group of paragraphs

From: Monarch High School Writing Guide
<http://davinci.moh.bvsd.k12.co.us/mhs/academics/writing/research.htm>

When taking notes in this format, you need an organizing structure. As you read each source, find information on each of your sub-topics. Use the sub-topic as a “locator” on the page.

NOTE-TAKING Rubric

Rating	Description
A	<p>Excellent work The information in my notes relates directly to my research question(s). I understand everything I have written in my notes: there are no words I cannot define. I wrote in my own words except for direct quotes. My notes are grouped according to each research question. My notes refer to the bibliography. The bibliography is in the correct format. The notes are detailed - far beyond expectations. Clearly written. Many different sources use.</p>
B	<p>Good work I will probably not use some information in my notes, but most of my notes answer my research question(s). There are words or ideas in my notes that I cannot explain, but I can get more information so they make sense to me. Some notes I copied directly from my source and did not use quotes. My notes are organized according to the source where I found the information and some keyword – I can find what I need, but others has to look harder to see the organization structure. I have a full bibliography, though some of the formatting may be incorrect. There are many notes, written clearly and neatly. Several different sources used.</p>
C	<p>Satisfactory My notes relate to my topic but do not answer all my research questions. When I read my notes there are many things I do not understand. I copied most of my notes directly from my source. Keywords are highlighted, but not all the information is organized. The notes are readable. Bibliography is included, but in the incorrect format. A few different sources used.</p>
D	<p>Needs improvement Some organization, but inconsistent. Took some notes for each area. Made a few connections. Bibliography is just a list of web site addresses.</p>
F	<p>Unsatisfactory Few notes. Notes may not be clear. No bibliography.</p>
0	<p>No attempt or extremely poor effort.</p>

Elements of On-Line Bibliography Entry

1. **Author or editor** (Last name, First name, *ed.* for editor) **NOTE:** The editor's name *follows* the title in an entry for a project or database.
2. **Title of article, page, posting** (followed by the description "On-line posting")
3. **Title of book and printed version information** (if part of a book)
4. **Title of the site, database, periodical, etc.**, or a description such as *Home page*
5. **Version, volume, issue**, or other identifying number
6. **Date posted** (or last update)
7. **Name of subscription service, and name and location (city) of library where accessed**
8. **Listserv or forum name**
9. **Number of pages (pp.) or paragraphs (pars.)**, if numbered
10. **Sponsoring organization**
11. **Date accessed**
12. **Electronic address** (or URL or keyword of the subscription service)
NOTE: If a URL is quite long and complicated, simply give the site's search page or home page URL.

If certain items do not apply or are not available, do not include them.

You **MUST** alphabetize your list in the final copy – based on the author's last name or title of the text.

Format of On-Line Entry

Author or editor. "Title." Book title. Printed version
information. Site title. Volume or issue number. Date
posted. Name of subscription service, library name and
location. Listserv name. 00 pp. Sponsoring organization.
Date accessed <Electronic address>.

Sample Citations

Web Site (Professional)

ESPN.com. 10 Nov. 1999. ESPN Internet Ventures.

24 Nov. 1999 <<http://espn.go.com>>.

Article Within a Web Site

Devitt, Terry. "Flying High." The Why Files. 9 Dec. 1999.

University of Wisconsin, Board of Regents. 4 Jan. 2000

<<http://whyfiles.news.wisc.edu/shorties/kite.html>>.

Article Within a Web Site (Anonymous)

"Becoming a Meteorologist." [Weather.com](http://www.weather.com). 12 Nov. 1999. The Weather Channel. 24 Nov. 1999 <http://weather.com/learn_more/resources/metro.html>.

Note: When line length forces you to break a Web address, always break it after a slash mark.

Web Site (Personal)

Hamilton, Calvin J. [Views of the Solar System](http://www.solarviews.com/eng/homepage.htm). 12 Nov. 1999 <<http://solarviews.com/eng/homepage.htm>>.

Note: When a professional or personal site has no title, use the description "Home page" without an underscore.

On-Line Government Document

United States. U.S. Census Bureau. [Poverty in the United States: 1998](http://www.census.gov/prod/99pubs/p60-207.pdf). Sept. 1999. 12 Nov. 1999 <<http://www.census.gov/prod/99pubs/p60-207.pdf>>.

E-Mail Message

Toshner, David. 22 Feb. 1998. E-mail to the author.
25 Feb. 1998.

Note: This entry begins with the name of the e-mail writer and the date the message was sent, and ends with the description "E-mail to the author" and your date of access.

How to Write an Outline

What is it?

An outline is a general plan of the material that is to be presented in a speech or a paper. The outline shows the order of the various topics, the relative importance of each, and the relationship between the various parts.

Order in an Outline

There are many ways to arrange the different parts of a subject. Sometimes, a chronological arrangement works well. At other times, a spatial arrangement is best suited to the material. The most common order in outlines is to go from the general to the specific. This means you begin with a general idea and then support it with specific examples.

Thesis Statement of Summarizing Sentence

All outlines should begin with a thesis statement of summarizing sentence. This thesis sentence presents the central idea of the paper. It must always be a complete, grammatical sentence, specific and brief, which expresses the point of view you are taking towards the subject.

Types of Outlines

The two main types of outlines are the topic outline and the sentence outline. In the topic outline, the headings are given in single words or brief phrases. In the sentence outline, all the headings are expressed in complete sentences.

Rules for Outlining

1. Subdivide topics by a system of numbers and letters, followed by a period.

Example:

I.

A.

B.

1.

2.

a.

b.

II.

A.

B.

2. Each heading and subheading must have at least two parts.
3. Headings for parts of the paper of speech such as, Introduction and Conclusion, should not be used.
4. Be consistent. Do not mix up the two types of outlines. Use either whole sentences or brief phrases, but not both.

Example - Topic Outline

Choices in College and After

Thesis: The decisions I have to make in choosing college courses, depend on larger questions I am beginning to ask myself about my life's work.

I. Two decisions described

A. Art history or chemistry

1. Professional considerations
2. Personal considerations

B. A third year of French?

1. Practical advantages of knowing a foreign language
2. Intellectual advantages
3. The issue of necessity

II. Definition of the problem

A. Decisions about occupation

B. Decisions about a kind of life to lead

III. Temporary resolution of the problem

A. To hold open a professional possibility: chemistry

B. To take advantage of cultural gains already made: French

Courtesy of Marion Cushman, Los Angeles City College Library

<http://www.lavc.edu/Library/outline.htm>

Endangered Species Presentation - Grading Sheet

Student name _____

<i>Category</i>	<i>Comments</i>	<i>Grade</i>
<p>Oral Presentation</p> <ul style="list-style-type: none"> *Volume *Pace *Clarity *Eye contact *Preparedness *Slides were an aid, not the only source of information *Notes used to guide presentation 		
<p>Slides</p> <ul style="list-style-type: none"> *Correct use of standard English *Accurate information *Design of slide <ul style="list-style-type: none"> *amount of text *text size *color choice *transitions *Pictures <ul style="list-style-type: none"> *Compliment the slide *Source shown 		
<p>Process</p> <ul style="list-style-type: none"> *Followed directions *Used class time wisely – was focused and did not distract others *Completed project on time *Turned in ALL work – notes, bibliography, outline etc 		



Due dates:

Completed notes and bibliography – March 29

Outline – April 3

Presentation Slides – April 10

Presentation – April 10 and 12