

EXTENSION CULMINATING LESSON

A Public Service Announcement

Lesson at a Glance

Students demonstrate their knowledge of threatened and endangered species in general, and in Hawai‘i, by creating a Public Service Announcement (PSA) that can be used to educate their peers (and parents).

Lesson Duration

Three to four, 45-minute periods

Essential Question(s)

Why should we care about these threatened and endangered species?

How can we help?

Key Concepts

- The Fish & Wildlife Service classifies a species (plant or animal in this case) as endangered if it is in danger of extinction.
- A threatened species is likely to become endangered in the near future.
- Plants and animals become threatened and endangered if there have been changes in the specific environmental conditions that they need to survive.
- Non-native species can have negative impacts on the survival of native populations.

Instructional Objectives

- I can describe how organisms become threatened or endangered, as well as how to protect them.

Related HCPSIII Benchmark(s):

Science SC.4.3.2
Describe how an organism's behavior is affected by its environment.

Science SC.4.5.3
Describe how different organisms need specific environmental conditions to survive.

Language Arts LA.4.6.2
Give short, informal presentations to inform or persuade.

Assessment Tools

Benchmark Rubric:

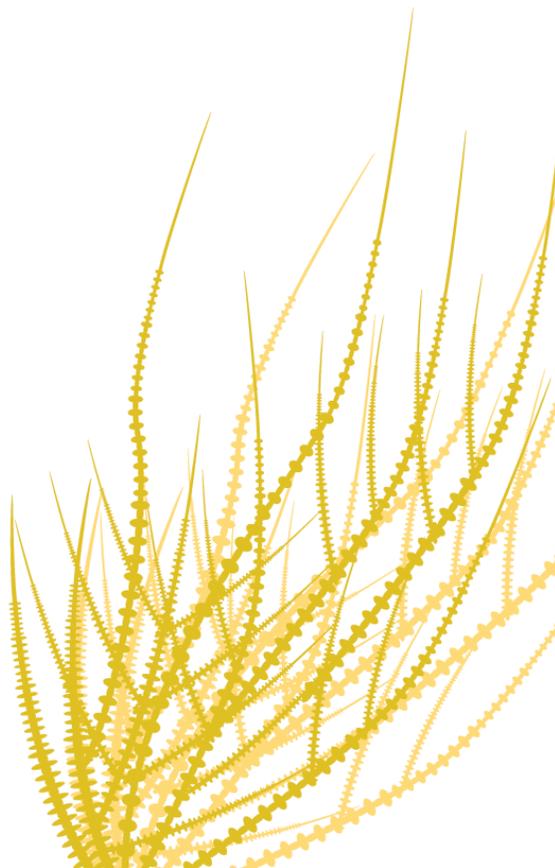
Topic		Interdependence	
Benchmark SC.4.3.2		Describe how an organism's behavior is determined by its environment	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain and give examples of how different organisms' behaviors are determined by their environments	Describe how an organism's behavior is determined by its environment	Identify a way that an organism's behavior is influenced by its environment	Recognize that an organism's behavior is influenced by its environment
Topic		Unity and Diversity	
Benchmark SC.4.5.3		Describe how different organisms need specific environmental conditions to survive	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain why different organisms need specific environmental conditions to survive	Describe how different organisms need specific environmental conditions to survive	List specific environmental conditions that organisms need to survive	Recall that organisms need specific environmental conditions to survive

Topic		Discussion and Presentation	
Benchmark LA.4.6.2		Give short, informal presentations to inform or persuade	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Give creative, short, highly effective informal presentations to inform or persuade	Give short, informal presentations to inform or persuade	Give short, informal presentations that are somewhat informative or persuasive	Give short, informal presentations that do not inform or persuade

Assessment/Evidence Pieces

Lesson

• Student Worksheet: *Threatened and Endangered Species PSAs*



Materials Needed

Teacher	Class	Group	Student
• none	• none	• none	<ul style="list-style-type: none"> • writing materials • worksheet: <i>Threatened and Endangered Species PSA's</i>

Instructional Resources

- Student Worksheet: *Threatened and Endangered Species PSAs*

Student Vocabulary Words

a comprehensive list of vocabulary from the previous lessons in this unit

breeding behaviors: how an animal courts, nests, reproduces, and rears young.

critical habitat: the living space that is important for the survival of the species.

endangered species: an animal or plant species whose population size is so low that is at risk of extinction.

endemic: native to a region and existing nowhere else.

extinct species: a species that no longer exists.

migration: the periodic movement of a group or species from one region to another.

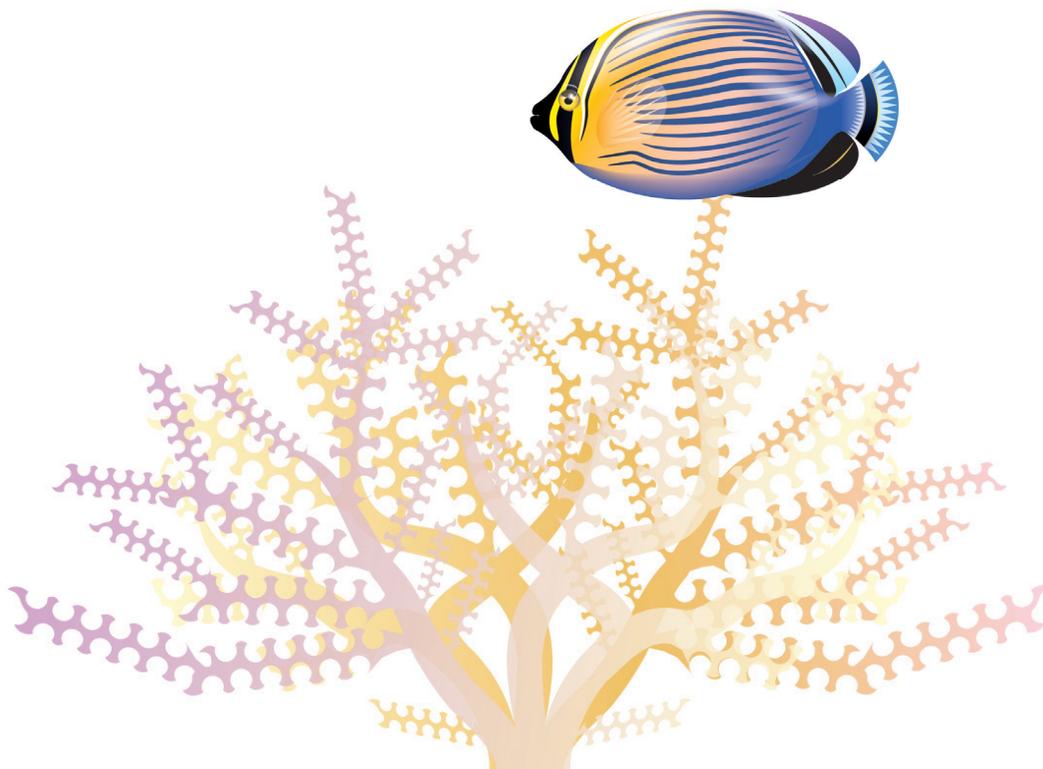
population size: the number of individuals in a population.

range: the geographic area a species occupies.

receivers: electronic devices that convert a signal from a transmitter into useful information.

threatened species: an animal or plant species whose population size is decreasing so that it is at risk of becoming endangered within the foreseeable future throughout all, or most of its range.

transmitters: electronic devices that release a signal to a receiver.



Lesson Plan

Lesson Plan Preparation

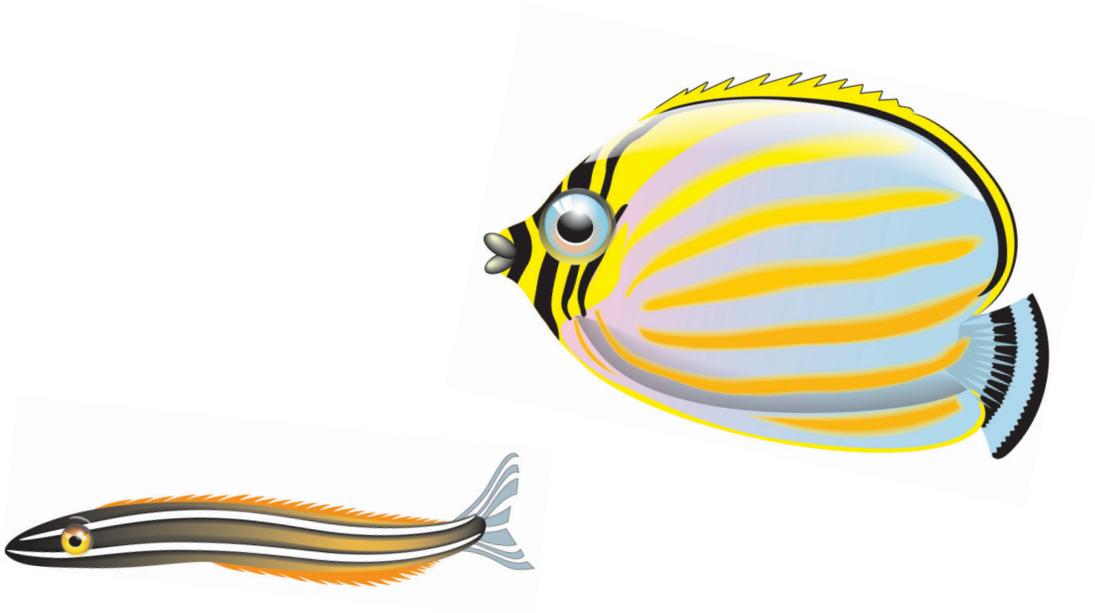
- Review the key concepts of each lesson to prepare for review with students, including:
 - *What is a threatened species? What is an endangered species?*
 - *What are Hawai'i-specific examples of threatened and endangered species?*
 - *What causes species to become threatened or endangered?*
 - *What can be done to protect species that are threatened or endangered?*

I. Unit Assessment

- A. Have students create a public service announcement that tells members of the public about an endangered or threatened Hawaiian species including:
 - 1) What are the characteristics and behavior of the species?
 - 2) Why is the species endangered or threatened?
 - 3) What can be done to protect the species?
- B. Post the rubric for the PSA and go over it with the students. Pass out the *Threatened and Endangered Species PSAs* worksheet and go over the questions and answer expectations with the students. If more than three groups present PSAs, extra sheets may need to be given to students.

Extended Activities

1. Parents can be invited to hear the Public Service Announcements (PSA) in a Parent Night Event. Peers can also be invited from other classrooms at recess. These PSA's can be podcasts or recorded on a CD.
2. Ask students if we should hunt sharks. Ask them about the pros and cons of hunting sharks, and list what they write on the board under *pros* and *cons* columns. Then ask students to debate the issue. Pose the question again to the class, and ask students to give reasons for and against hunting sharks using the information that is on the board and other spontaneous ideas they may come up with. This debate should illustrate for students that changing of the numbers in one population will result in other changes as well. Encourage students to cite examples of endangered or threatened species populations that have resulted from human intervention and hunting.



EXTENSION CULMINATING ACTIVITY

Threatened and Endangered Species PSA

NAME _____ Date _____

Directions: As you listen to your classmates presentations, take notes below to answer the questions. Then write your notes in complete sentences to answer the questions.

Group #1 Hawaiian Species: _____

1. What are the characteristics and behavior of the species?

Notes:

Complete sentences:

2. Why is the species endangered or threatened?

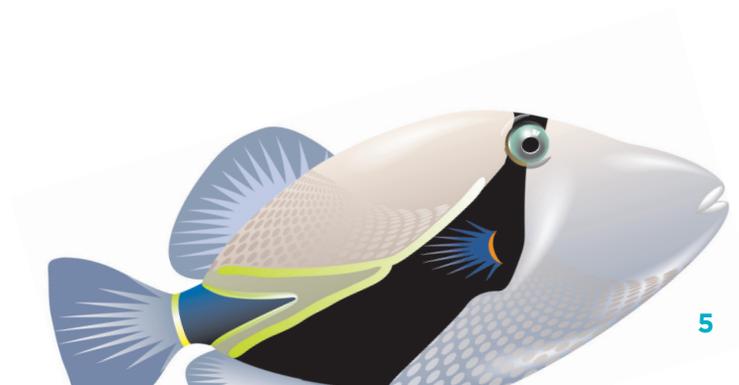
Notes:

Complete sentences:

3. What can be done to protect the species?

Notes:

Complete sentences:



NAME _____

Date _____

Group #2 Hawaiian Species: _____

1. What are the characteristics and behavior of the species?

Notes:

Complete sentences:

2. Why is the species endangered or threatened?

Notes:

Complete sentences:

3. What can be done to protect the species?

Notes:

Complete sentences:

NAME _____

Date _____

Now that you've listened to all the presentations, answer these questions:

1. What is a threatened species?
2. What is an endangered species?
3. What causes animals to become threatened or endangered?
4. What is being done to protect them?



Contact information for possible guest speakers or field trips to enhance this unit:

Department of Land and Natural Resources (DLNR)

Kalanimoku Building
1151 Punchbowl St.
Honolulu, HI 96813
Ph: (808) 587-0400
dlnr@hawaii.gov

The Hawai'i Institute of Marine Biology

HIMB North West Hawaiian Islands Coral Reef Research Partnership Outreach Education

P.O. Box 1346
Kāneʻohe, Hawai'i 96744
tel: (808) 236-7401
fax: (808) 236-7443
http://www.hawaii.edu/HIMB/nwhi_crrp/outreach.html

Pacific Islands Fisheries Science Center

Dole Street Office

2570 Dole Street
Honolulu, HI 96822-2396
Phone: (808) 983-5300
Fax: (808) 983-2902

Wende Goo, Outreach and Education

Email : Wende.Goo@noaa.gov
(808) 983 - 5333
(808) 983 - 2901 Fax