

Best Practices of Technology Integration

Title: Saving An Endangered Species

Submitted by:

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Subject Area: Science, Math, Language Arts, Social Studies

Intended Grade Level: 2nd

Description: In this lesson, the children will apply their knowledge of endangered species. The students will work in groups to review selected internet sites for animal adoption/sponsorship. Each group will select an endangered species, determine needed funds, develop, advertise, and carry out a fund-raising plan, maintain a journal and spreadsheet for profits and proceed with an official adoption. As a culminating activity, each adoption group will be asked to write a persuasive letter to an elected official to encourage support for issues affecting their adopted species. As a result of this project, students will learn how to take an active role in working to preserve life on earth.

Narrative: In this lesson, the children worked cooperatively towards a common goal. They took responsibility for raising the necessary funds for their endangered species adoption. They were able to experience the direct correlation between good advertising and the successful outcome of sales. They shared ownership for promoting and carrying out the fund raiser, determining profits and inputting data into a spreadsheet. Having the ability to access the internet was essential for gathering the most current information on endangered species adoption/sponsorship. These sites brought real world issues alive for the students. For some students, technology was used to enhance the advertisement of their fund raising events. The internet was also an effective tool for determining names and addresses (U.S. mail as well as e-mail) of local elected official. When working in their groups, students were actively engaged in their tasks and discipline problems were at a minimum. The conversations taking place were rich and goal oriented.

Curriculum Benchmarks:

MI.ELA.3.EE.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. Examples include using more than one of the language arts to create a story, write a poem or letter, or to prepare and present a unit project on their community.

MI.MA.III.1.EE.2 Organize data using concrete objects, pictures, tallies, tables, charts, diagrams and graphs.

MI.SCI.II.1.EE.4 Develop an awareness of and sensitivity to the natural world. (Key concepts: Appreciation of the balance of nature and the effects organisms have on each other, including the effects humans have on the natural world. Real-world contexts: See Using Scientific Knowledge.)

MI.SOC.II.2.EE.3 Suggest ways the people can help improve the environment.

Total amount of time for lesson: This lesson could last for approximately 3 (or more) weeks. The students will need approximately 2-3 hours (total) to visit the bookmarked sites on endangered species adoption. In order to promote their fund raising event, the students will need approximately 2-3 hours to work on their public message. The actual amount of time spent on running the fund raiser events should be determined on the progress made by each group to raise the necessary funds. When the needed funds have been raised, and the adoption process is complete. Students may continue to visit their identified internet sites to review updated information or progress of their endangered species. Finally, each group will need to develop a persuasive letter to an elected official using the writing process. The students will need approximately 3 hours (total) to determine names of officials, develop a final copy and send the letter (US or e-mail). Ideally, the tasks within this project can be easily managed in a set block of time every day for approximately 3-4 weeks.

Materials/Hardware/Software: paper, pencils, markers, poster board, etc., calculators, journal, video cart with televising capability, computer with internet access, classroom e-mail account, Claris Works 5.0, Claris Corporation, Mac platform (word processing and spreadsheet).

Teacher Preparation: Search and bookmark internet sites on endangered species that may be adopted or sponsored as well as sites that provide listings of the addresses of elected officials. Time spent depends on searching skills. If some groups wish to televise their fund raising ad on the school channel, the teacher should have some knowledge of using video equipment. A spreadsheet template should also be prepared for students ahead of time. The spreadsheet should contain a column to list the type of fund raiser held and a second column for the students to input their profits for each event. The profit column should be defined for currency as well as providing the calculated sum of profits. In addition, the teacher will need to review the criteria for writing a letter. For those students using US mail, review may be necessary for addressing an envelope. Students using e-mail may need assistance in sending procedures.

Prerequisite Student Skills: Students will need to have some knowledge of moving through an internet site as well as using “back,” “forward” and “print” buttons. They should also have some knowledge or awareness on the purpose of public advertising. Good teamwork skills are essential. Knowledge of money and basic skills for adding money are needed. The group members will need to work cooperatively to input their data into a spreadsheet following a brief demonstration. Students will need some background knowledge of the writing process and be able to work cooperatively in developing a letter with other group members.

Student Activities/Procedures:

Previewing Internet Sites The students will need 2-3 hours to review the internet sites on endangered species that have been bookmarked by the teacher. Each group will need to agree on one animal and may wish to print information provided on the site (ie. general information, cost, need for support, etc.).

Plan and Advertise a Fund Raising Event Each group will need approximately 2-3 hours (total) to determine their fund raising event. Next, they will need to decide the manner in which they will advertise their event. They may choose to develop posters, bulletin boards throughout the school, flyers, a commercial to be advertised on the school station, etc.

Carry-Out the fund raiser The time needed for carrying out the fund raiser should be determined by the needs of the groups as well as the actual money raised at each event. Ideas for fund raisers include having a class store, popcorn sale, bagel sale, collecting pop cans, etc. For the fund raiser event(s) each group should maintain a written log of the money collected. At the end of each event, students should use a calculator to compute the total sales less the cost for any purchases for the fund raiser. They will interpret this amount as their total profit and input that amount into the spreadsheet template that has been provided by the teacher.

Complete the Endangered Species Adoption Once the needed funds have been raised, the students will follow the appropriate steps to complete their adoption/sponsorship of their selected endangered species. Some of the internet sites provide updated information on the adopted animal. Hence, the students may wish to check the site periodically to keep abreast of any new/additional information.

Write an Elected Official The students will need approximately 3 hours to work on their letters. Initially, they will need time on the internet to determine the names and addresses of local elected officials. Next, their group will need to brainstorm the issues surrounding the endangered species that they would like to address. (This information is available at the adoption sites.) They will need to include some suggestions for ways that the community could help to resolve environmental issues affecting animals. The students will use the writing process to help in the development of their letters. A final copy of each groups letter will then be sent via US or e-mail.

Assessment/Evaluation: Rubrics will be used as an assessment tool for the Adoption, Advertising and Persuasive Writing tasks. An adoption research form and budget form template are also provided.

Follow-up Activities: Students will likely want to revisit the internet site of their adopted species. Many of these sites provided updated information on the specific animals.

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