

# Endangered/Threatened Species Activity

Go to this website and read the background information regarding the Endangered Species Act →

[http://www.fws.gov/endangered/esa-library/pdf/ESA\\_basics.pdf](http://www.fws.gov/endangered/esa-library/pdf/ESA_basics.pdf)

**Select a species to research that will be the basis for your project.** Make sure your species is on the current endangered/threatened species list. You can check for status updates using the following websites:

<http://www.fws.gov/endangered/> fish and wildlife service

<http://www.earthsendangered.com/> Earth's endangered species

<http://www.iucnredlist.org/> The IUCN Red list

<http://www.nmfs.noaa.gov/pr/species/esa/> NOAA's list of marine species

Del Mar Manzanita



Choose any one of the following forms to prepare a presentation about an endangered species that you will research thoroughly.

- Song (include the tune)
- Poem
- Illustrated storybook
- Power Point (hard copy and file)
- Poster
- Create a simple website or blog (hard copy and URL)
- Persuasive speech
- Short film/movie
- Pamphlet or flyer
- Original artwork (model, cartoon, painting, etc.) (you will need to submit a written component as well)
- Short story
- Other options as approved by teacher

## Information to research

- Name of endangered species (common and scientific)
- Status of endangered species (threatened, endangered, critically endangered)
- Habitat of endangered species (both name – e.g. South Texas – and description e.g. brushy with mild winters)
- Description of endangered species
- Illustration/Picture of endangered species (may be copied straight from a source)
- Niche of endangered species (producer, primary consumer, etc.)
- Major reasons why the species is in trouble
- Importance of species (environmental and/or economic; e.g. it is an important producer in its ecosystem, e.g. it is used to produce cancer-fighting medicine, etc.)
- Support that is being given the species (e.g. what is being done to save it)
- A way in which you are separated by “*six degrees of separation*” from the endangered plant or animal you chose (connections through food chains, resource use, ecosystems, or anything else.) These connections can be very direct or indirect, but exemplify the idea that all life is connected, and that our actions affect other species to some degree whether consciously or unconsciously. *Example → I buy a really neat piece of furniture that uses wood from the habitat of African gorillas. By purchasing that product, I indirectly support the deforestation of the lowland Gorilla habitat, and contribute to their population decline.*

**\*You must include a written citation of at least 3 different sources; use standard citation methods.**

**\*\*If you do a poem, song, PowerPoint, make a website, create a piece of novel artwork, etc., you should be prepared to share it with the class, and it must be school appropriate.**

## Grading

- |                            |   |
|----------------------------|---|
| ▪ All Information Present  | 7 |
| ▪ All Information Accurate | 7 |
| ▪ Creativity               | 7 |
| ▪ Citations                | 4 |



*Bufo californicus*  
Arroyo Toad