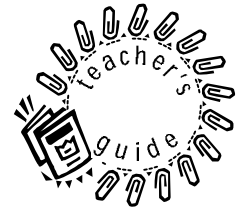


ENDANGERED AND THREATENED ANIMALS - GUIDE



◆ **Domain:**

Access to information

◆ **Benchmark:**

Extract relevant information for a specific purpose from different sources

◆ **Description:**

Students are required to learn about an endangered or threatened animal of their choice and prepare a plea for its protection together with a “catchy” logo for a car bumper sticker. This involves extracting relevant information about the animal from various sources. The information is then organized and used as a basis for preparing a written plea for the animal’s protection as well as a logo.

◆ **Rationale for choice of topic:**

Youngsters are generally attracted to and take an interest in animals. They are also taught many words connected with animals when they take their first steps in English. In addition, animal conservation is a growing concern in our modern world and it is important to enhance students’ awareness of the problem. This task provides teachers with the opportunity of assessing the students’ ability to handle more informative and perhaps scientific texts. The added extra of designing a logo for a car bumper sticker was based on the understanding that students are exposed to car bumper stickers and write logos in classroom contexts. Moreover, this activity allows weaker students to express themselves.

◆ **Suggestions for implementation (prior to and/or during):**

Besides discussing the issue of animal conservation, it is suggested you also talk about ways in which important issues are brought to the public’s attention. You should discuss the elements that help a writer get his/her message across. The outstanding features of a logo and of a car bumper sticker should be discussed, emphasizing that their main aim is to catch the eye and be concise. Students may need practice in reading and understanding more informative and scientific texts. You may wish to provide the students with Internet sites. Some suggestions are included in the task. You may wish to refer to the stages of the research process presented on page 95 (A Life Story).

◆ **Suggested time allotment:**

Double lesson and supplement at home

◆ **Prerequisites:**

- Ability to differentiate between relevant and irrelevant information
- Familiarity with resources and search strategies
- Ability to take notes
- Awareness of animal conservation issues
- Ability to read informative, academic texts
- Ability to write short, concise logos

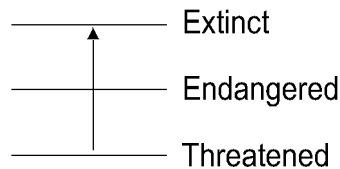
Name: _____

Class: _____

ENDANGERED AND THREATENED ANIMALS - TASK

Environmental issues are becoming more and more important as people continue to *pollute* the earth and destroy nature. One important issue is the protection of *endangered* and *threatened* animals.

An endangered animal is an animal that is in danger of becoming *extinct* if nothing is done to prevent this happening. A threatened animal is an animal that will soon become endangered if nothing is done to protect it.



Today, there are many organizations that work to *conserve* our Earth. The Endangered Earth Conservation Gallery wants to make people more aware of the dangers to animals. They want your help in their *campaign*. They have two products in their campaign - a “stuffed animal” and a car sticker. They want your help in designing these two products to raise awareness.

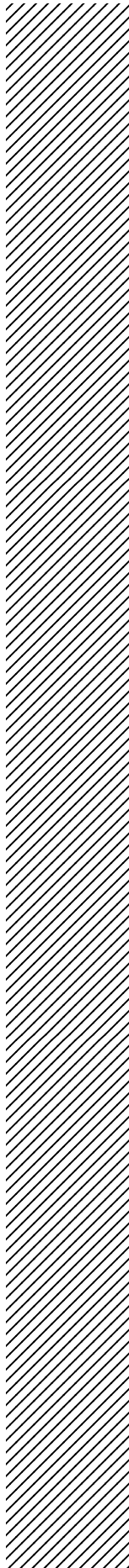
The **Stuffed animal** is the animal that is endangered or threatened. Each stuffed animal will have a “collar” and will describe itself.

The **Car bumper sticker** will have a picture of the animal that is endangered or threatened. It will also include a catchy logo to make people more aware.

Note:

You can visit the Endangered Earth Conservation Gallery at the URL:
<http://www.endangerearth.com/>

environmental issue - סוגייה סביבתית - قضية بيئية
protection - הגנה - حماية
threatened - מאוימים בסכנת הכחדה - مهددون بخطر الإبادة
conserve - לשמר - يحفظ
pollute - לזהם - يلوّث
endangered - בסכנת הכחדה - مُعرّض لخطر الإبادة
extinct - נכחד - مُنقرض
campaign - מסע פרסום - حملة دعائية



Preparatory Activity

Choose an animal from the list of endangered and threatened animals and **collect** information about it from written sources.

Write notes about what you have learned.

A Collar

Pretend you are the animal in danger and **write** a “collar” for yourself. The collar should be designed to convince people to help protect you.

Remember to include:

- a short description of yourself - your name, what you look like, where you live, what you like to eat, etc;
- what dangers you face;
- what is being done to protect you and how you think you can be protected.

A Car Bumper Sticker

Design a sticker for a car bumper with a logo and a picture.

Remember, a car bumper sticker is meant to catch people’s eye and draw attention to the problem.



Note:

Read the checklist before you start working and **fill it in** when you finish.

Partial List* of Endangered and Threatened Animals

Endangered Animals	Threatened Animals
American crocodile African wild dog Andean condor Asian elephant Black rhinoceros Blue whale Brown pelican Israel painted frog Proboscis monkey Scaly-tailed possum Scarlet-chested robin Saudi Arabian gazelle Yellow-footed rock wallaby Yellow-tailed woolly monkey Snub-nosed monkey	African elephant African lion American alligator American black bear American grizzly bear Dingo Duck-billed platypus Hammerhead shark Koala Leopard Nile crocodile Polar bear Red panda Sea otter Tasmanian devil

* This list is based on information from the 2000 IUCN Red List of Threatened Species

<http://www.redlist.org>

Helpful Internet sites:

<http://www.umich.edu/~esupdate>

Endangered species update

<http://www.stopextinction.org/>

The endangered species coalition

http://www.wcmc.org.uk/data/database/rl_anml_combo.html

The world UNEP conservation monitoring center

[Last accessed: 20th February, 2002]

ENDANGERED AND THREATENED ANIMALS - CHECKLIST

What to check	✓
<i>Preparatory Activity</i>	
I chose an animal.	
I collected information about my animal.	
I read the information carefully.	
I took notes.	
<i>A Collar</i>	
I pretended I was the animal and I wrote about myself.	
I used the information I collected.	
I described myself.	
I clearly explained the dangers I face.	
I gave ideas what can be done to save/protect me.	
<i>A Car Bumper Sticker</i>	
My car bumper sticker is according to the features of a car bumper sticker.	
I stated the main problem.	
My message is clear.	
I checked my spelling	



HELP PROTECT ME!

**ENDANGERED AND THREATENED ANIMALS
COLLAR - RUBRIC**

Dimension	Text Type	Content	Discourse & Organization	Vocabulary	Language Usage and Conventions
Criteria	<i>Features of plea for help</i>	<i>Relevance of information</i>	<i>Clarity</i> <i>Flow</i>	<i>Appropriacy to topic</i> <i>Range</i>	<i>Grammar, spelling and punctuation</i>
Grade Level					
On Target 5	Concise and to the point. Convincing and gets readers to want to help.	Information provides reader with a complete and accurate picture of animal and problem. Focus is on particular dangers.	Whole message is completely clear. Logical flow of ideas throughout whole text.	Vocabulary is appropriate to topic and genre. Vocabulary is rich and varied.	Generally tenses are correct both in form and use. Mostly correct spelling. Correct punctuation throughout.
4					
On Your Way 3	Often to the point. Some thought given to convincing readers to help.	Information provides reader with some idea of animal and problem. Dangers are mentioned, but they are not focus.	Most of message is clear. Flow of ideas in some parts of text.	Vocabulary is usually appropriate to topic and genre. Range of vocabulary is adequate.	Some mistakes in use and/or form of tenses. Spelling mistakes detract from meaning or reader's understanding. Aware of need to punctuate by making some use of punctuation marks.
2					
Starting Out 1	Short, but not to the point. No obvious attempt to convince readers to help.	Information does not provide reader with any idea of animal and/or problem. No clear focus on any particular aspect (of animal or problem).	No attention paid to clarity. Text lacks flow.	Vocabulary is inappropriate to topic and/or genre. Vocabulary is poor and limited.	No sense of understanding use of tenses; mistakes in form detract from reader's understanding. Poor spelling makes it impossible to understand. No sense of understanding the use of punctuation.

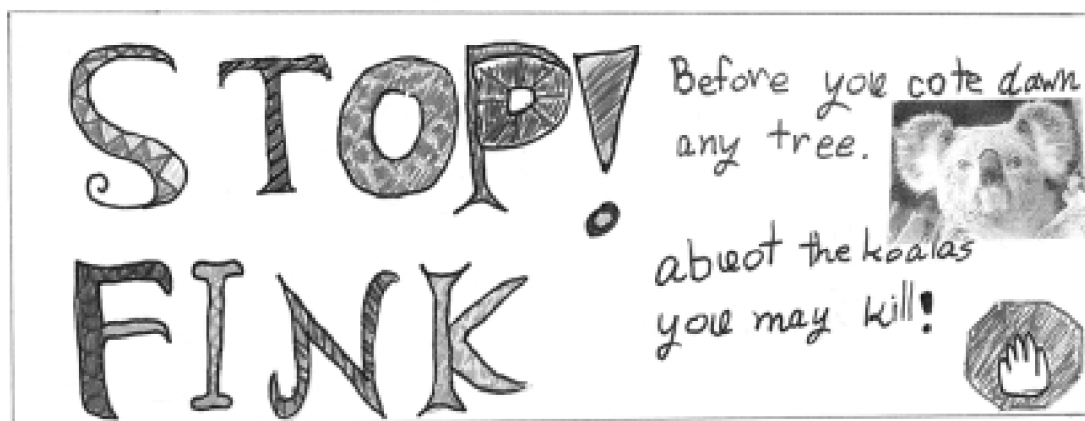
**ENDANGERED AND THREATENED ANIMALS
CAR BUMPER STICKER - RUBRIC**

Dimension	Text Type	Content	Language Conventions
Criteria	<i>Features of car bumper sticker</i>	<i>Focus</i>	<i>Spelling</i>
Grade Level			
On Target 5	Immediately catches the eye and gets attention. Short, catchy sentences/phrases. Picture supports text.	Focus is on main danger.	Correct spelling.
4			
On Your Way 3	Catches the eye. Short sentences/phrases. Picture included, but not connected to text.	Main danger is stated, but it is not focus.	Two spelling mistakes.
2			
Starting Out 1	No attention paid to the elements of a car bumper sticker (eye- catching, catchy sentences/phrases, pictures to support text.)	Lacks focus.	More than two spelling mistakes.

ENDANGERED AND THREATENED
ANIMALS - EXEMPLARS



Text Type	Content	Language Conventions
5	2	5



Text Type	Content	Language Conventions
5	2	1

Endangered Species and Threatened Animals

دولة إسرائيل
وزارة التعليم
قسم التفتيش في اللغة الإنجليزية

استمارة للطلاب الذي يؤدي وظيفة

الآن قد الهيثم العمل في وظيفة الإنجليزية، بينما أن نطلع على التجربة التي مررتم بها لكي نحسن مستوى هذه الوظيفة. لذلك نرجوكم أن تخصصوا بضعة دقائق من وقتكم للإجابة على الأسئلة المرفقة بهذا (عليكم الإجابة بالعربية).
نشكركم مسبقاً على تعاونكم هذا.

* هل قابلتم خلال دراستكم في الصفوف الإعدادية (في جميع المواضيع الدراسية) وظائف من هذا النوع؟ (نعم/لا) (احيطوا بدائرة على الجواب الصحيح).

* ماذا أحببتم بشكل خاص في الوظيفة وماذا لم تحبوا؟ فصلوا.

أنا أحببت في الوظيفة العمل في المدارس
ولم أحب في الوظيفة العمل في المدارس
فصلوا

* ماذا كانت الصعوبات في تنفيذ الوظيفة؟ فصلوا (إذا كانت هناك عدة أسئلة في الوظيفة. لا تنسوا أن تذكروا رقم السؤال الذي تطوره).

لم تكن صعبة بل أنا كنت صعبة في الوظيفة لم تكن
فصلوا

* ماذا كنتم ستفعلون في الوظيفة؟ فصلوا.

لم أكن لأحضر شيئاً أنا كنت سأحضر الكتب والمجلات والصور
التي أراها في الصحف والمجلات والمجلات
فصلوا

* هل لديكم ملاحظات/ توضيحات/ أفكار تريدون أن تشاركولنا بها؟ فصلوا.

لم أكن أحب في الوظيفة العمل في المدارس
ولم أحب في الوظيفة العمل في المدارس
فصلوا

فصلوا

Endangered Species and Threatened Animals

دولة إسرائيل
وزارة التعليم
قسم التفتيش في اللغة الإنجليزية

استمارة للطالب الذي يؤدي وظيفة

الآن قد أنهيت العمل في وظيفة الإنجليزيتة، بينما أن نطلع على التجربة التي مررت بها لكي نحسن مستوى هذه الوظيفة. لذلك نرجوكم أن تخصصوا بضعة دقائق من وقتكم للإجابة على الأسئلة المرفقة بهذا (عليكم الإجابة بالعربية).
نشكركم مسبقاً على تعاونكم هذا.

* هل قابلتم خلال دراستكم في الصفوف الإعدادية (في جميع المواضيع الدراسية) وظائف من هذا النوع؟ نعم/لا (أحيطوا بدائرة على الجواب الصحيح).

• ماذا أحببتم بشكل خاص في الوظيفة وماذا لم تحبوا؟ فصلوا.

أحببت في الوظيفة التعلم الأشياء الجديدة التي لم أكن أعرفها في السابق عن الحيوانات
لم أحب وقت الوظيفة كان قصيراً

• ماذا كانت الصعوبات في تنفيذ الوظيفة؟ فصلوا (إذا كانت هناك عدة أسئلة في الوظيفة، لا تتسوا أن تذكروا رقم السؤال الذي تعنوه).

معلومات عامة عن الحيوانات العنبر أو الحيوانات العنبر في البحر

• ماذا كنتم ستغيرون في الوظيفة؟ فصلوا.

إن الحيوانات الذي كنت أحبها عنده لا يكون عنده عنبر أو سنية بل تغير
حيوانات

• هل لديكم ملاحظات/ توضيحات/ أفكار تريدون أن تشاركوا بها؟ فصلوا.

نعم لو كانت الأسئلة كثيرة والوقت قليل.

