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**Which animal do I save?**

**Adapted from CPALMS lesson #51313**

**Grade: 2**

**Social Studies Benchmarks:**

**SS.2.E.1.1** Recognize that people make choices because of limited resources.

**SS.2.C.2.4** Identify ways citizens can make a positive contribution in their community.

**SS.2.G.1.1** Use different types of maps (political, physical, and thematic) to identify map elements.

**Economic Concepts for Review:**

**Limited Resources –** Resources for which there is a finite, or limited, supply

**Science Benchmarks**

**SC.2.L.17.1** Compare and contrast the basic needs that all living things, including humans, have for survival.

**SC.2.L.17.2** Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.

**English/Language Arts Standards:**

**LAFS.2.RI.1.1** Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

**LAFS.2.RI.3.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text

**LAFS.2.W.3.8** Recall information from experiences or gather information from provided sources to answer a question.

**LAFS.2.SL.1.1** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

b. Build on others’ talk in conversations by linking their comments to the remarks of others.

c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

**Problem**

Which animal should be protected?

**Alternatives**

Animals on the endangered species list (gray bat, Florida alligator, West Indian manatee, Florida panther)

**Criteria**

Where does it live, what is the main cause of endangerment, and is it helpful to the environment?

**Decision**

Rank the animals based on your research. Which animal would you choose? How did you arrive at this decision?

1. Read the letter from The Lorax to the students. Help students determine the problem (The Lorax will only choose one endangered animal)
	1. Discuss decision-making. People have to make choices based on limited resources. What are the limited resources (time, money).
	2. Ask students how they will select an animal (they will research the animals and use the data set to choose the animal that most deserves The Lorax’s help).
2. Discuss with students that animals, like humans, have basic needs. How can people provide these things for animals that need help?
3. Provide students with the matrix. Review the alternatives (animals). Discuss each of the criteria. Explain that there are three important categories related to the animals that will help students make their decisions.
4. Use the information from the Florida Fish and Wildlife Conservation Commission and YouTube to research each animal. Use the maps to help student fill in the first column on the matrix (where do they live).

Gray Bat

* 1. <https://myfwc.com/conservation/you-conserve/wildlife/bats/field-guide/gray-bat/>
	2. <https://www.youtube.com/watch?v=waeLSbceclY>

Reticulated Flatwoods Salamander

* 1. <https://myfwc.com/wildlifehabitats/profiles/amphibians/reticulated-flatwoods-salamander/>
	2. <https://www.facebook.com/HurlburtFieldOfficial/videos/endangered-reticulated-flatwoods-salamander/1836046046416960>

Florida Manatee

* 1. <http://myfwc.com/wildlifehabitats/profiles/mammals/aquatic/florida-manatee/>
	2. <https://www.youtube.com/watch?v=vEh4laZokEE>

Florida Panther

* 1. <https://myfwc.com/wildlifehabitats/profiles/mammals/land/florida-panther/>
	2. <https://www.youtube.com/watch?v=t-TiDWndD-4>
1. Model recording information into the matrix (ex. The gray bat lives in the

panhandle of Florida (or northern Florida). Other information can also be collected for inclusion on the matrix. Also point out how humans are often the cause of animals being endangered (humans interfere with bat caves, pesticides kill insects which are a major food source for bats).

1. Students work in groups to discuss the criteria and rank their choices from highest to lowest.
2. Share results. Have students explain the steps they took to make their decisions. What did they do first? Next?
3. Students write a letter to Explicit and Aggressive Animal Rescue explaining how they made their choices. A frame can also be used:

Dear \_\_\_\_\_\_\_\_\_\_\_\_\_\_,

Here is how we ranked each endangered animal from first to fourth choice:

#1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#4 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

We think \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ should be the animal that receives your organizations support. We based our decision on the following criteria: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the best choice because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Thank you,

Extension Activities/Ideas:

* Read more about endangered animals in ReadWorks (2nd and 3rd grade):
	+ The American Crocodile
	+ The Bald Eagle is Back
	+ Back from the Brink
	+ Trouble in the Ocean
	+ Saving Big Cats
* Create posters presentations of the groups’ work. Display in classroom, library, office, etc.
* Have teams debate differing conclusions regarding the ranking of animals. Use evidence from research to support arguments.

Differentiation:

* Reduce alternatives and/or criteria.
	+ Create a new letter from The Lorax asking students to reconsider their choices based on different alternatives/criteria
* Increase alternatives and/or criteria.
	+ Same as above