**Endangered/Threatened Species “Wanted” Poster Project  
  
Objective**: Students will investigate causes of endangerment and efforts being taken to conserve species and create a “wanted” poster to raise awareness about the species.

1. Choose an endangered or threatened species from one of the websites listed below. You may choose an animal or a plant.

<http://www.earthsendangered.com/index.asp>  
<http://www.fws.gov/endangered/>  
<http://www.endangeredspecie.com/map.htm>

1. Your product should contain the following information. You are also free to include any other interesting information that is relevant to your animal. Each of the following is 10 points for a total of 100 points.

 NAME / ALSO KNOW AS (latin name / common name)

 PICTURE – a drawing AND photograph

 IDENTIFYING CHARACTERISTICS – key features to look for when identifying this species

 LAST SEEN – where does this organism live? Include a map. Give its previous range & its current range

 THREATS- Why is this species almost extinct? Explain the nature of the “criminals” that have affected this species.

 WHY IT’S SPECIAL- Include adaptations of the species and its specific role in the ecosystem. What other organisms will be affected by the extinction of your species? What does it eat, how does it fit into the food web of the ecosystem?

 REWARD for finding helping preserve this species. (think ecologically, economically, socially, politically – again, be specific for your species)

 Color, neatness, and creativity!

 All information must be in your own words. Spelling counts!

 Bibliography –PROPERLY FORMATTED (do NOT just list websites) on back of poster board

1. Be prepared to do a short presentation for the class on the species you chose. In your presentation, include what is being done to prevent your species from becoming extinct.

# Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Pd: \_\_\_\_\_\_\_\_\_

# Endangered Species Research Sheet Endangered species:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Collect research about your endangered species by answering the following questions. Remember to cite all of your information!! Give credit where credit is due!

1. What is the common and scientific (Latin) name of the plant/animal?
2. What does the organism look like? Be specific about variations in size, shape, color etc. Draw a picture **AND** attach a photo. Remember to give credit to the original location of the photo.
3. Where does it live, what is its natural habitat? Be descriptive and include a map that shows its current range and its previous range.
4. What does it eat? What is its role in the ecosystem? What other organism will be affected if it becomes extinct?
5. What are some adaptations of this organism that make it unique?
6. Describe the causes of endangerment/threats. Why is this organism endangered? Who/what is responsible for the decrease in numbers. Is there any criminal activity associated with this organism?
7. Propose ways that the animal can be helped, include any laws or projects that are already in existence to help the animal. Include a reward and why your species should be helped.

Endangered Species - POSTER RUBRIC Name:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CATEGORY** | **4** | **3** | **2** | **1** |
| **Coverage of the Topic** | Details on the poster capture the important information about the topic and increase the audience’s understanding. | Details on the poster include important information but the audience may need more information to understand fully. | Details on the poster relate to the topic but are too general or incomplete. The audience needs more information to understand. | Details on the poster have little or nothing to do with main topic. |
| **Use of Graphics** | All graphics are related to the topic and make it easier to understand. | All graphics are related to the topic and most make it easier to understand. | All graphics relate to the topic. | Graphics do not relate to the topic. |
| **Organization** | Information is very organized with clear titles and subheadings. | Information is organized with titles and subheadings. | Information is organized, but titles and subheadings are missing or do not help the reader understand. | The information appears to be disorganized. |
| **Layout and Design** | All information on the poster is in focus and can be easily viewed and identified from 6 ft. away. | Most of the information on the poster is in focus and the content easily viewed and identified from 6 ft. away. | Most of the information on the poster is in focus and the content is easily viewed and identified from 4 ft. away. | Much of the information on the poster is unclear or too small. |
| **Sources** | All sources (information and graphics) are accurately documented. | All sources (information and graphics) are accurately documented, but there are a few errors in the format. | All sources (information and graphics) are documented, but information is incomplete or many are not in the desired format. | Some sources are not accurately documented. |
| **Mechanics** | No grammatical, spelling or punctuation errors. | Almost no grammatical, spelling or punctuation errors | A few grammatical, spelling, or punctuation errors. | Many grammatical, spelling, or punctuation errors. |
| **Presentation**  **(we will not be presenting)** | The presentation was the appropriate length. It did not seem hurried or too slow. The presenter spoke clearly and distinctly and established eye contact with the audience. | The presentation was the appropriate length but seemed slightly hurried or too slow. The presenter spoke clearly most of the time and established eye contact with the audience. | The presentation was the appropriate length but seemed very hurried or too slow. The presenter spoke clearly and distinctly only some of the time and/or established little eye contact with the audience. | The presentation was too long or too short. The presenter did not speak clearly most of the time and established little eye contact with the audience. |