



# WHAT DO YOU THINK?

Discuss opinions about species endangerment



## GRADES 3 - 8

### KEY WORDS

- endangered
- species

### STANDARDS

- SCI.4.2.6
- SCI.4.3.4

### OBJECTIVES

- Students will learn that species that are declining in numbers are classified as endangered as threatened according to their danger of extinction.
- Students will learn that humans have caused animals to become extinct or endangered by destroying natural habitats, using pesticides, overhunting, using skins, feathers, or other animal parts for clothing or fashion accessories, and keeping exotic animals as pets.
- Students will learn that individuals can make a difference in helping endangered species.

### PROCEDURE

- Ask the class the following questions or distribute the worksheet.
- Survey the answers the students provide, and discuss the answers.

### RECOMMENDED ASSESSMENT

- Watch for student participation in the survey.

### EXTENSIONS

- Have students create a bookmark featuring their favorite endangered or threatened animal.
- Have students use contact paper to create a bumper sticker featuring an endangered animal or slogan to raise awareness.
- Read *The Lorax* by Dr. Suess to demonstrate how one person can make a difference with environmental issues.
- Have students play "yes or no" by attaching a picture of an endangered animal to each child's back. They may then ask yes or no questions of their classmates to correctly identify the animal.





# WHAT DO YOU THINK?

Discuss the following questions as a class.



Name \_\_\_\_\_

1. Which do you think is more important to save: endangered plants or endangered animals? Why?
2. Your town is thinking about building a recreation center in your neighborhood, but the proposed site is the home of an endangered insect, and building the center might wipe out the insect. Do you think it is okay for the recreation center to be built on that site? Explain your answer. Would you feel differently if an endangered bird lived on the site where the center might be built? Why or why not?
3. Which of the following do you think is the most important to save?
  - a. animals that are very beautiful
  - b. large animals, such as whales, giant pandas, and grizzly bears
  - c. all types of animals
  - d. animals that provide people with food or clothing
  - e. animals that live in the United States
4. You have just been put in charge of a team that will be working to save 10 endangered species listed below, but you have only enough money and materials to work with one species at a time. Number the plants and animals in the order you would try to save them, with #1 being the most important species to save. What other information would you need to make your decision?

- cheetah
- California condor
- mission blue butterfly
- salt marsh harvest mouse
- red wolf
- gray bat
- pygmy rattlesnake
- lady slipper orchid
- bald eagle
- giant panda

