



ROCK EAGLE 4-H CENTER

ENDANGERED SPECIES

VOCABULARY

ROCK EAGLE'S ENVIRONMENTAL EDUCATION FIELD STUDY

Biodiversity:	the variety of organisms found within a specified geographic region.
Ecosystem:	a community of living organisms interacting with its physical, non-living environment.
Endangered Species:	a species that is in danger of becoming extinct in all or most of its range.
Endemic:	found only in a certain region.
Extinct:	no longer living on the planet.
Food Chain:	the flow of energy through an ecosystem via consumers eating producers, and consumers eating other consumers (food web, food pyramid).
Habitat:	the environment in which an organism normally lives or occurs.
Introduced Species:	a species started/established into an area that is not its normal habitat or range.
Keystone Species:	a certain species that other species depend on for survival (ex: gopher tortoise).
Pesticide:	a substance used to kill harmful insects or other animals.
Poaching:	illegally killing or taking animals or plants.
Recovery:	a return to the normal or pre-existing condition.
Species:	a group of organisms that normally breed together in the wild to produce fertile offspring.
Threatened Species:	a species that is at risk of becoming endangered in all or most of its range.

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Endangered Species

PRE-POST QUESTIONS

Endangered Species Reports- Have students write a report on local endangered species. For older students (7th and up), have groups write a recovery plan for a listed endangered or threatened species. Discuss all the requirements to write a full recovery plan. A presentation supporting their reasons to recover their species may be given in front of their class or in front of other teachers. For more information check the U.S. Fish and Wildlife Service Endangered Species page.

Every Species for Itself- (Project Learning Tree p.335, Activity 88)
Materials: paper plates, small pieces of colored paper (4 colors represented)

Procedure: Each student is an endangered species standing on his or her own habitat (paper plates or larger paper). Make sure each student is about 4 feet apart. Scatter smaller pieces of paper (comprising of 4 colors) in between the students. Each color represents the requirements for habitat (food, shelter, space, and water). Round one-The students must keep one foot on their habitat and collect as many of the habitat requirements as possible. Give them roughly 10 seconds to collect. Each species must collect all four colors to survive in their habitat (or they will die!). Round two-Students now have to share habitat. Have 2-3 students per habitat and give them the same amount of time to collect their habitat requirements. Compare the results between the two rounds. Discuss how competition can affect if species survival and how habitats may not have enough resources to support all species.

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