



## Ask for Information

To discover more about endangered species and the factors contributing to species losses world-wide, you will conduct research using on-line endangered species databases and present the results of your search to the class by creating a fact sheet on an endangered species of your choice.

The information you are required to find is listed in the fact sheet template shown on the next page. Please use this template to fill in your answers. All information required for your fact sheet can be found by researching the free online databases listed below. If you cannot find a particular fact in one database, be sure to check the others.

### Databases

1. [IUCN \(International Union for Conservation of Nature\) Red List](#)  
The Red List is an international system that evaluates and assigns conservation listing status (for example, endangered vs. threatened) for species. This site has a useful database that you can use to complete factsheets for species that includes: listing status, taxonomy, geographic location, and ecology. You are required to explain the IUCN Red List status for species profiled.
2. [CITES \(Convention on International Trade in Endangered Species of Wild Fauna and Flora\)](#)  
An international agreement amongst 175 countries whose aim is to ensure that international trade in specimens of wild animals and plants does not threaten their survival. It places international sanctions on the trade of endangered species body parts such as, elephant ivory, rhinoceros horn and tiger skin and bones. You are required to explain whether CITES applies to the species they profile.
3. [US Fish & Wildlife Service \(FWS\) Endangered Species](#)
4. [NatureServe Explorer](#) - An authoritative source for information on more than 70,000 plants, animals, and ecosystems of the United States and Canada. Explorer includes particularly in-depth coverage for rare and endangered species.

## Additional Resources

Students are encouraged to use multiple sources of information including: science journals and magazines, newspapers, books and internet sites, as well as the online databases listed above. The following are a few good links of interest. Please feel free to find your own additional sources.

[The United States Environmental Protection Agency](#)

[EOL: Encyclopedia of Life](#)

[Earth's Endangered Species](#)

[Defenders of Wildlife](#)

[The Audubon Society](#) - Birds

## Further Reading

Interested in learning more? Visit the following links for more information on endangered species and biodiversity.

[Endangered Species Act](#)

[The Significance of Biodiversity: Why We Should Protect the Natural Environment](#)

[Convention on Biological Diversity](#)

[The Ecological Role of Biodiversity in Agro Ecosystems](#)

[Biodiversity and Ecosystem Functioning: Maintaining Natural Life Support Processes](#)

[2010 International Year of Biodiversity](#)

# Endangered Species Fact Sheet

Student Name: \_\_\_\_\_

## (Common Name)

Picture of your species here.

Map showing where your species lives.

TAXONOMY	
Domain	
Kingdom	
Phylum	
Class	
Order	
Family	
Genus	
Species	<i>Italicize scientific name</i>

ADDITIONAL INFORMATION	
What is the IUCN and ESA status for this species?	IUCN: _____ ESA: _____
Where is this species found?	
Is it located in a biodiversity hotspot? If so which one?	
Describe briefly the ecology of your species. What habitat does this species live in? What does it eat?	
Why is this species endangered? What threats does it face?	
How many are left?	
How is it protected? What laws protect it?	
What can we do to help this species?	
Facts of interest for this species.	

## Apply what you've learned

Based on your research and using the fact sheet you created as an outline, write a one page, single-spaced reflection concerning what you have learned by completing this assignment. Also, please include what you liked or disliked about this project, as well as anything else you feel is important to add. Your reflection should be at least one page in length. However, you can make it longer. Please submit your reflection via the class website along with your endangered species fact sheet by the required due date.

## Evaluation Rubric

Criteria	Possible Points	Points Given
Fact sheet includes picture of species	15	
Fact sheet includes map of species location	15	
Fact sheet includes all taxonomy	15	
Fact sheet includes all additional information	15	
Fact sheet shows student understands online database use for research	15	
Reflection shows student understands of why biodiversity is important	15	
Reflection has no grammatical errors	10	
<b>Total Points</b>	<b>100</b>	
Five (5) points will be deducted for each day late		

## Conclusion

By completing this lesson students will learn how to use an inquiry based approach to understand the factors influencing the endangerment and extinction of species worldwide. Students will be sensitized to the plight of endangered species around the world, emphasizing the value of species and environmental ethics, as well as gain appreciation for the complex socio-political nature of endangered species conservation. Students will have improved their computer skills and research abilities through online database exploration. Students will also be provided with the knowledge necessary to make educated decisions about biodiversity concerns, for example, when voting in elections or when making purchases of products that may impact endangered species.

## Credits

Biophage - *Endangered species image* | *Biology*. Retrieved Mar. 7, 2012, from Web site: <http://www.biophage.com/endangered-species.html>

Davis, Mark A.. "[Endangered Species](http://www.encyclopedia.com)." *Biology*. 2002. *Encyclopedia.com*. Retrieved Mar. 6, 2012, from Web site: <http://www.encyclopedia.com>

Global Issues - *Why Is Biodiversity Important? Who Cares?* Retrieved Mar. 7, 2012, from Web site: <http://www.globalissues.org/article/170/why-is-biodiversity-important-who-cares>

Home - *YouTube*. Retrieved Mar. 7, 2012, from Web site: [http://www.youtube.com/movie?v=jqxENMKaeCU&feature=mv\\_sr](http://www.youtube.com/movie?v=jqxENMKaeCU&feature=mv_sr)

Earle, Sylvia: *How to protect the oceans (TED Prize winner!)* - *YouTube*. Retrieved Mar. 7, 2012, from Web site: <http://www.youtube.com/watch?v=43DuLcBFxoY>

MIT World - *Ecological Intelligence* | *About the Lecture*. Retrieved Mar. 7, 2012, from Web site: <http://mitworld.mit.edu/video/913>

Other educators are welcomed to use this lesson. Please include my name as the original author.

**March 7, 2012 – Amy Hissom**