

CURRICULAR THEMES: DISAPPEARING ANIMALS; PRINCIPLES OF EARTH DEMOCRACY

**Classroom Assessment Technique
For Use in EAP 0320- Reading Level III
Disappearing Animals**

Rationale: EAP 0320 (Reading Level III) is a class that focuses on the reading of texts on familiar and basic academic topics with an emphasis on vocabulary expansion and application of critical reading skills pertinent to this language level and established course competencies. These competencies place emphasis on:

- a. Communicating effectively using listening, speaking, reading, and writing skills (Learning Outcome #1).
- b. Solving problems using critical and creative thinking and scientific reasoning (Learning Outcome #3).
- c. Formulating strategies to locate, evaluate, and apply information (Learning Outcome #4).
- d. Demonstrating knowledge of diverse cultures, including global and historical perspectives (Learning Outcome #5).
- e. Describing how natural systems function and recognize the impact of humans on the environment (Learning Outcome #10).

Scenario: The student, after a discussion on the reasons why we should protect wildlife, will engage in a ranking activity before reading one of Unit #3 reading passages: “Disappearing Animals”. This ranking activity allows them to analyze some important reasons given by people on protecting wildlife.

Ranking Statements:

- They make the world a more beautiful place.
- They are valuable in the research and creation of medicines.
- They have rights, and the humans must respect them.
- They are important to science and our understanding of the Earth.
- They are essential to keeping nature and the ecosystem in balance.

(For more questions and details, please see attached lesson plan)

Analysis: Students enjoy this lesson and it is an easy and fun way to integrate some of the most important reading skills that they need to focus on at this level, such as: (a) **Scanning the text for information**, (b) **Predicting what the passage is about**, (c) **skimming for the main idea**, (d) **identifying supporting details**, (e) **identifying meaning from context and main ideas within paragraphs**. In this particular passage about “Disappearing Animals” emphasis will be placed on all of the above skills with particular importance to: identifying meaning of certain words related to the topic from context. The purpose is not only to introduce students to terminology associated with the topic of animal extinction and preservation, but also to prepare

students to live, learn, and work together to achieve common goals in a globally challenging world where animals are as vulnerable as humans. In addition, reading passages such as this one allow students to foster appreciation, respect, and understanding for the environment and see the planet not as private property but as a commons shared by everyone.

This lesson plan forms part of two readings related to a unit on endangered species that Reading Level III professors can use to integrate environmental and sustainability issues into their language classes and supplement their discussions about topics such as animal extinction and preservation, valuing wildlife and protection, animal exploitation, animal conservation methods, and ethical consideration related to many of the above issues. The purpose is to integrate sustainability and environmental issues and content in a holistic manner to the general course competencies. By doing this, students will be able to engage in democratic thinking, civic responsibility, and become cognizant of problems that affect the planet or commons.

Limitations: This activity is to be presented as one of many environmental and sustainable units that form part of the EAP 0320 readings, and it is not intended to be covered in only one class session. Some of the co-curricular / high impact practices and activities that the professor may ask the students to do will take time for completion.

Outside Resources Needed: Supplementary handouts with additional information about how natural systems function and the impact of humans on the environment not necessarily presented in the course textbook.

Sustainable Education: Disappearing Animals

I. Course: EAP 0320 (Reading Level III)
Topic: Endangered Species

II. **Instructional Objective:** After a discussion on the causes why animals are becoming extinct today, the student will answer short answer, true and false, and multiple choice type questions related to the reading passage titled “Endangered Species”.

III. **Content Outline:**

I. Introduction to the term extinction and reasons for protecting wildlife

II. Causes of Extinction

A. Natural causes

B. Human activity

III. Classification / Categories describing the danger levels of animal species extinction-International Union for Conservation of Nature (IUCN)

A. Extinct

B. Extinct in the wild

C. Critically endangered

D. Endangered

E. Vulnerable

F. Of least concern

IV. Factors causing endangerment to animal species

- A. Deforestation
- B. Soil, air, and water pollution
- C. Farming
- D. Human exploitation
- E. Introduction of foreign species or non-native species to an environment

- V. Discussion of organizations that raise awareness about animal extinction
 - A. World Wildlife Fund
 - B. International Union for Conservation of Nature

IV. **Instructional Strategies:**

Lesson Initiating Behavior: The instructor will ask the students to give him or her different reasons why we as humans should protect wildlife. Then, he / she will write these on the board in order to begin ranking them from most to least important according to their opinion.

Body: Discussion / questioning following content outline. The instructor will also use supplementary information not found in the textbook.

1. The instructor will explain or introduce the term extinction by doing the above ranking activity beforehand.
2. Students will begin reading the passage “Endangered Species” aloud.
3. What are the two main causes that our author gives for animal extinction? (Knowledge)
4. The instructor will ask students to define the word “**indefinitely**” **using context clues**. (Comprehension)
5. In your own words, explain the **main idea of paragraph #1**? What are its **supporting details**? (Comprehension)
6. The instructor will explain and use terminology related to the categories describing danger levels of animal species extinction.
7. **Activity:** The students will get into small groups in order to research and provide examples of animals that can be classified according to the categories of animal species extinction explained in the text.
8. Students will continue reading about the causes producing animal species extinction and **identifying the main ideas and supporting details of each paragraph**.
9. The instructor will ask students to define the word “**culprits**”, “**intentionally**”, and “**overwhelm**” **using context clues**. (Comprehension)
10. Why do you think organizations such as the IUCN create categories for animal extinction levels? (Analysis)
11. **Activity:** The students will identify and prepare a mini oral report on a native environment in this country or their own homeland countries, emphasizing on the territorial flora / fauna.

12. What other countries, such as the example given by the text about the Indian government, have established laws protecting animal exploitation? (Application)

13. What kind of governmental law would you establish to protect animal species? Do you think most people are concerned about endangered species? (Synthesis)

14. In your opinion, do you believe that organizations such as the World Wildlife Fund and the International Union for Conservation of Nature are helping out with the problems endangered species are facing today around the planet?

V. **Closure:** The teacher and students will review the topic of “Endangered Species”, and will give a brief overview of the lessons’ highlights.

VI. **Assessment:** The students will answer short answer, true and false and multiple choice type questions related to the reading passage titled “Endangered Species”.

VII. **Materials:** The instructor will use supplementary handouts not found in the course textbook.

VIII. **Homework Assignment:** The students will turn in the assessment questions listed above.

IX. **Co-Curricular Activities:**

1. Students can visit the Everglades National Park and present a report to the class on its native flora and fauna and problems they may be facing because of the introduction of non-native species.

2. Students can interview members of the College’s Green Team and see if they have considered a campaign about animal preservation.

3. Students can create a Power Point presentation on the 1973 United States passing of the Endangered Species Act (ESA) and how it has helped in the preservation of some national animals.

X. **References:**

Anderson, Neil J. *Active Skills for Reading 3*. 3d ed. New Jersey: Heinle, 2014. Print.

Hawken, Paul. “You are brilliant, and the Earth Is Hiring.” *Seeing Systems: Peace, Justice & Sustainability*. Portland: Northwest Earth Institute, 2014. Art. 35.