

Instructor Sheet
How Do You Know a Panther Was Here?
Lesson 11

Grade Level(s): Elementary, Middle

Subject Areas: Visual arts, environmental science, life science, language arts.

Duration: 60-120 minutes

Setting: Indoors, look up on computer, then do poster

Skills: Research, drawing, media construction, web navigation

Overview: Students research all of the sign panthers leave and make a poster that includes some three-dimensional objects and describes details of scat, scrapes, scrapes and tracks

Site location(s):

Natural History: Panther Sign:
Tracks
Scat
Scrapes
Scratches

Sunshine State Standards:

Grades 3-5

SC.H.3.2.2 knows that data are collected and interpreted in order to explain an event or concept.

SC.F.1.2.3 knows that living things are different but share similar structures.

LA. A.1.2.1 uses a table of contents, index, headings, captions, illustrations, and major words to anticipate or predict content and purpose of a reading selection.

VA.A.1.2.1 uses and organizes two-dimensional and three-dimensional media, techniques, tools, and processes to produce works of art that are derived from personal experience, observation, or imagination

Grades 6-8

LA.A.2.3.5 locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

SC.H.2.4.2 knows that scientists control conditions in order to obtain evidence, but when that is not possible for practical or ethical reasons, they try to observe a wide range of natural occurrences to discern patterns.

Lesson 11

VA.A.1.3.3 understands what makes various organizational elements and principles of design effective and ineffective in the communication of ideas.

VA.B.1.3.2 knows how the qualities and characteristics of art media, techniques, and processes can be used to enhance communication of experiences and ideas.

VA.B.1.3.4 knows and uses the interrelated elements of art and the principles of design to improve the communication of ideas.

The Activity

Pre-planning:

1. Reserve a computer lab or set up computers in your classroom.
2. Collect posters, art materials (crayons, markers, colored pencils, scissors, tape, glue, etc.), branches, clay, leaves, soil, cardboard or small boxes,

Procedure:

1. Assign computers and partners (if necessary).
2. Describe rubric for grading.
3. Students work alone or in pairs researching panther track and sign, then begin work on posters.

Assessment:

4 = Poster is neat, colorful, includes one or more three-dimensional objects, and describes details of scat, scratches, scrapes and tracks

3 = Poster is neat, and includes one or more three-dimensional object, and describes some details of scat, scratches, scrapes and tracks

2 = Poster describes some details of scat, scratches, scrapes and tracks

1 = Poster is incomplete, but describes some details of either scat, scratches, scrapes or tracks

0 = Little or no work on done on poster