

Instructor Sheet
Become an Expert
Lesson 4

Grade Level(s): Elementary, Middle, High

Duration: Two 45-75 minute periods

Setting: Indoors, students use the computer to find out information, then prepare presentation

Skills: Research, reading, web navigation, interpretation, public speaking

Subject Areas: Social studies, environmental science, life science/biology, language arts

Overview: Students choose a topic (or teacher assigns one) from one of the handbook indexes. Students have 45-75 minutes to prepare for a two-five minute presentation on neat discoveries, using an overhead computer projector or standing up at their desks. Presentations are given on the second day.

Site location(s): Can be anywhere, but here are some that students may find especially interesting:

Habitat: Animals and Plants

Natural History:

Range of the Panther

Panther Sign (Tracks)

Vocalizations

Diet

Real Ranges

Life Expectancy and Mortality

Sunshine State Standards:

Grades 3-5

SC.F.2.2.1 knows that many characteristics of an organism are inherited from the parents of the organism, but that other characteristics are learned from an individual's interactions with the environment.

SC.G.1.2.5 knows that animals eat plants or other animals to acquire the energy they need for survival.

SC.G.2.2.1 knows that all living things must compete for Earth's limited resources; organisms best adapted to compete for the available resources will be successful and pass their adaptations (traits) to their offspring.

SC.G.2.2.2 knows that the size of a population is dependent upon the available resources within its community.

SC.G.2.2.3 understands that changes in the habitat of an organism may be beneficial or harmful.

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

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SC.H.3.2.4 knows that through the use of science processes and knowledge, people can solve problems, make decisions, and form new ideas.

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.

LA.C.3.2.1 speaks clearly at an understandable rate and uses appropriate volume.

LA.C.3.2.6 organizes a speech using a basic beginning, middle, and ending.

Grades 6-8

SC.D.2.3.2. knows the positive and negative consequences of human action on the Earth's systems.

SC.F.2.3.2 knows that the variation in each species is due to the exchange and interaction of genetic information as it passed from parent to offspring.

SC.G.1.3.3 understands that the classification of living things is based on a given set of criteria and is a tool for understanding biodiversity and relationships.

LA.A.1.3.4 uses strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade-level appropriate report.

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.

LA.C.3.3.1 understands how volume, stress, pacing, and pronunciation can positively or negatively affect an oral presentation.

LA.C.3.3.3 speaks for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations.

Grades 9-12

SC.D.2.4.1 understands the interconnectedness of the systems on Earth and the quality of life.

SC.F.1.4.2 knows that body structures are uniquely designed and adapted for their function.

SC.F.2.4.3 understands the mechanisms of change (e.g., mutation and natural selection) that lead to adaptations in a species and their ability to survive naturally in changing conditions and to increase species diversity.

SC.G.1.4.1 knows of the great diversity and interdependence of living things.

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.

SC.H.3.4.3 knows that scientists can bring information, insights, and analytical skills to matters of public concern and help people understand the possible causes and effects of events.

LA.A.2.4.4 locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

LA.C.3.4.1 uses volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and the topic.

LA.C.3.4.1 uses details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.

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The Activity

Pre-planning:

1. If you are going to assign topics, make a list.
2. Reserve a computer lab or set up computers in your classroom.
3. Photocopy Student Sheet if you plan to use it.

Procedure:

1. Assign computers.
2. Hand out student sheets, if you are using them.
3. If you are giving assignments, hand them out or call them out. If you are not giving assignments, list interesting site locations on the board and give students a time limit for finding a topic.
4. Call for volunteers for presentations or assign the order.

Assessment:

1 bonus point for student going beyond the constraints of the assignment, in dress, artwork, poetry, etc.

4 = A 2-5 minute oral presentation given, information is interesting, understandable, and relates to Florida panther topics

3 = A 2-5 minute oral presentation given, information is understandable, and relates to Florida panther topics

2 = A 2-5 minute oral presentation given, information relates to Florida panther topics

1 = An oral presentation is given

0 = Student does not give a presentation

Student Sheet
Become an Expert
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Name _____
Class _____
Date _____

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|-------------------------------|
| Hot spots! |
| Habitat: Animals and Plants |
| Natural History: |
| Range of the Panther |
| Panther Sign (Tracks) |
| Vocalizations |
| Diet |
| Real Ranges |
| Life Expectancy and Mortality |

Directions: During this class period, you will become an expert on a topic you are assigned or discover in the Panther Handbook. Write down information you collect to help organize your presentation.

Topic: _____

Site Location(s): _____

Facts/Information you may like to include in your talk. Hint: Choose things that you didn't already know, that surprised you, or that you thought were especially neat.

Talk Outline: On a separate sheet of paper, outline the talk you plan to give, using the suggestions below as a model.

Introduction (Frequently it is a good idea to start with an interesting fact or a question to get your audience's attention, such as "What do you think is the greatest cause of panther deaths?")

Middle (What are the main facts you learned? Be as descriptive as possible)

Conclusion (Review main points or bring up questions that you still have or how what you learned affected you.)