

Instructor Sheet
Panther Trivia Pursuit
Lesson 6

Grade Level(s): Elementary, Middle

Duration: Two 45-60 minute periods

Setting: Indoors, use computer to find facts, students create cards, then play the trivia game

Skills: Research, web navigation, writing, reading, recognizing, listening, small group work

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

Overview: Students create their own Panther Trivia Pursuit game by collecting interesting facts about panthers and those plants and animals that share their habitat. Students write facts on index cards with a corresponding question on the opposite side of the card. They play the panther trivia pursuit game on the next day, earning points for correct answers.

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

Habitat:

- Animals and Plants
- Climate
- Habitat Use

Threats:

- Inbreeding
- Insufficient Large Prey
- Disease

Conservation:

- 1800-1899
- 1980-1989
- 1990-present

Natural History:

- Range of the Panther
- Vocalizations
- 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.

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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.

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.

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.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.

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.

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The Activity

Pre-planning:

1. Reserve a computer lab or set up computers in your classroom.
2. Obtain lined note cards (up to 10 for each student). Could obtain different colors for section of the handbook where information was found (for instance, blue for Natural History, yellow for Habitat, pink for Threats, green for Conservation.)
3. Photocopy student sheets, if desired.

Procedure:

1. Assign computers.
2. Ask students if they are familiar with Trivial Pursuit and the nature of the questions. Explain that you want them to look for facts from sections of the handbook, write the question (or questions if you want multiple questions on each card) on one side and the answers on the other.
3. Describe rubric for grading.
4. Hand out Student Sheets, if desired. Have students work alone or with partners to make up questions.
5. You may choose to assign portions of the handbook by printing the site map and writing students' names next to the section(s) they are assigned, or simply allow students to follow their interests to write questions/answers.
6. Ask students to put their names and the site locations under their answers so students who have questions about the fact know who wrote the question and where to look to check the information or find related information.
(Example: Natural History: Range of the Panther)

Sample Questions

1. (Question) What is one of the two natural community types preferred by the Florida panther?

(Answer on flip side of card) Either Pinelands or Hardwood hammocks

(Site location) Habitat: Habitat Review (Student name) Meg Blanchard

2. (Question) Is most of the panther's preferred habitat north or south of Interstate 75?

(Answer on flip side of card) North of I 75.

(Site location) Habitat: Habitat Review (Student name) Betsy Purdum

Game Rules:

1. Students get into teams (three or four per team is a good number, for a total of 6-8 players per game. There may be several trivia games going on at once in different sections of the classroom.)
2. Students pool the trivia cards. Put the cards into categories, if applicable (recommend by the four handbook section names: Natural History, Habitat, Threats, and Conservation).
3. Start with one team and ask them to choose a category (if applicable).
4. A student on one team asks the question of the other team, then waits to allow the team members to discuss possible answers. It is helpful to use a timer set for 30 seconds.
5. Correct questions earn 1 point. One student from each team should keep score.
6. When time runs out, that student asks for the team answer. If the answer is correct, the team is asked another question. If the answer is incorrect, the other team takes a turn.

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7. Continue play like this until time runs out. If the questions run out, trade trivia cards with class members playing the game at a different table.

8. The winning team is the team that has earned the most points.

Extension:

Students create a game board for the Panther Trivia game

Assessment:

1 bonus point for students on winning teams

4 = Students complete a minimum number of cards that are assigned and play game

2 = Students do not complete cards, but play game

0 = Little or no participation

Student Sheet
Panther Trivia Pursuit
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Hot spots!	
Habitat:	Conservation:
Animals and Plants	1800-1899
Climate	1980-1989
Habitat Use	1990-present
Threats:	Natural History:
Inbreeding	Range of the Panther
Insufficient Large Prey	Vocalizations
Disease	Life Expectancy and Mortality

Directions: During this class period, you will write questions about panthers or those plants and animals that share their habitat on one side of the card, and answers on the other side of the card. Your cards plus the cards of other students in your class will be put together to make a Panther Trivia Pursuit Game. Use the amount of time indicated by your teacher to make as many cards as possible. Write your name and the site location on the “answer” side of the card.

Examples:

1. What is one of the two natural community types preferred by the Florida panther?
 Answer (on flip side of card) Either Pinelands or Hardwood hammocks
 Habitat/Habitat Review, Meg Blanchard
2. Is most of the panther’s preferred habitat north or south of Interstate 75?
 Answer (on flip side of card) North of I 75.
 Habitat/Habitat Review, Betsy Purdum

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