Brenda Priest

Yellowstone National Park 2012

Lesson Plan: Major Animals of Yellowstone

lesson plan outline

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| 1. Lesson Description
 | This lesson will focus on the animal life in Yellowstone National Park. High school biology classes will be the main group for this lesson; however, it can be adapted to Environmental Science. |
| 1. Introduction:
 | The instructor will introduce the grey wolf as an example of specific items for the student to include in their assignment. Students will then make and present their own PowerPoint. By the end of the lesson, each student will know the major animals of Yellowstone and pertinent information about each. |
| 1. Content Standards
 | All standards refer to Georgia Performance Standards for Biology. |
| SCSh6: | Students will communicate scientific investigations and information clearly.d. Participate in group discussions of scientific investigation and current scientific issues |
| SCSh7. | Students will analyze how scientific knowledge is developed.c. From time to time, major shifts occur in the scientific view of how the world works. More often, however, the changes that take place in the body of scientific knowledge are small modifications of prior knowledge. Major shifts in scientific views typically occur after the observation of a new phenomenon or an insightful interpretation of existing data by an individual or research groupe. Testing, revising, and occasionally rejecting new and old theories never ends. |
| 1. Objectives
 | 1. The student will choose an animal from the major animals of Yellowstone for their assignment.
2. The student will develop an understanding of the history of the animal chosen.
3. The student will classify the animal at all levels.
4. The student will investigate the impact the animal has on the environment.
5. The student will explore the specific habitat and niche of the animal.
6. The student will provide a specific food web for the animal chosen.
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| 1. Time Required
 | Day 1 | *Activity 1: 20 Minutes*Instructor will introduce the activity*Activity 2: 15 Minutes*PowerPoint Presentation, “Animals of Yellowstone, the Grey Wolf” will be presented to students*Activity 3: 20 Minutes*The student will ask questions and choose the animal to complete their assignment. |
| Day 2 | *Activity 1: 55 Minutes*Students will use computers to begin their research and development of their PowerPoint presentation for their chosen animal. |
| Day 3 | *Activity 1: 55 Minutes*Students will finalize their PowerPoint presentation for their assignment |
| Day 4 | *Activity 1: 55 Minutes (3 Presentations: 10 minutes each with 8 minutes debrief)*Three Animal Groups each dayPresenters to be determined by drawingAll presentations will be turned in  |
| Day 5 | *Activity 1: 55 Minutes (3 Presentations: 10 minutes each with 8 minutes debrief)*Three Animal Groups each dayPresenters to be determined by drawingAll presentations will be turned in |
| Day 6 | *Activity 1: 36 Minutes (2 Presentations: 10 minutes each with 8 minutes debrief)*Final two Animal Groups Presenters to be determined by drawingAll presentations will be turned in*Activity 2: 19 Minutes*Class discussion and debrief of all major animals of Yellowstone National Park |
| 1. Materials
 | *“Animals of Yellowstone, the Grey Wolf”* PowerPoint PresentationComputer for completing student assignments |
| 1. Assessment
 | Rubric for evaluation to include the following:* History
* Classification
* Impact on environment
* Habitat
* Food Web
* Other pertinent information
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| 1. Extensions
 | * Student will complete a journal activity outlining the reasons behind their animal choice for the assignment.
* Students will list pertinent information learned about each animal.
* Students will complete a trophic level diagram for each animal
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| 1. Interdisciplinary Features
 | * Project adapted more toward environmental issues concerning their animal
* Math (figure density of specific animals in Yellowstone)\
* History (identify history associated with Yellowstone and the role of the government in managing the Wolf population over the years).
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