

## Save the Desert Wildlife

by  
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**WebQuest Description:** This WebQuest has been designed to help students work through a program called Project Citizen. Students will be required to do their own research to provide reasons on why the class should work to save desert animals and help open a new wildlife preserve.

**Grade Level:** 3-5

**Curriculum:** Business / Economics

**Keywords:** Endangered Animals, Endangered Species, Project Citizen, Wildlife Preserve

**Published On:** 2008-02-01 10:45:22

**Last Modified:** 2008-02-01 10:43:28

**WebQuest URL:** <http://zunal.com/webquest.php?w=6213>

### Introduction

Have you ever wanted to be a voice that people listened to? Here is where you have the opportunity to change something about the world that you live in. You are going to be attempting to save endangered animals in your area and which one you should target. You will have to convince your classmates why your animal is the best choice.

### Tasks

You and your class have already decided that it is important to save our desert wildlife. The animals are starting to invade Las Vegas because we are destroying their natural habitats. The class will be doing research on and writing letters to convince the public to back you up as well as writing letters and perhaps speaking to people from The National Parks Service. You will be using a word processor to type your letters and websites for research.

### Process

The class will be divided into 4 small groups. The groups are as follows: Portfolio Group One: Explaining the Problem; This group is responsible for explaining the problem that the class has chosen to study. The group also should explain why the problem is important and why that level of government or governmental agency should deal with it. Portfolio Group Two: Examining alternative policies to deal with the problem; This group is responsible for explaining present and/or alternative policies designed to solve the problem. Portfolio Group Three: Proposing a public policy to deal with the problem; This group is responsible for developing and justifying a specific public policy that the majority of the class agrees to support. Portfolio Group Four: Developing an action plan; This group is responsible for developing an action plan showing how citizens can influence their government to adopt the policy the class supports. To complete the project you will need to:

- 1. Gather information: The class has decided on the problem that they want to study, you will need to gather and evaluate information about the problem from a variety of source. For obtaining and documenting information you should, libraries, newspaper offices, professors at the local university, community organizations and interest groups in the area, legislative offices, and the internet. Visit libraries and other places where information can be found, call sources on the phone, make appointments and interview people, writing, and requesting information.
- 2. Examine alternative policies: Next, you will examine public policies that now are being used by your government. You also will examine policies being suggested by other people.
- 3. Propose and develop your own public policy: Next, you will develop a public policy that you think your government should adopt.
- 4. Develop an action plan: Finally, you will develop a plan of action to show how you might influence the appropriate government or governmental agency to adopt your proposed public policy.

The class will use the materials you have gathered and written as you accomplish these tasks to develop a class portfolio. The portfolio is an organized collection of information that makes up your class plan related to a public policy issue that you and your class have decided to study. The class portfolio will contain such things as written statements, charts, graphs, photographs, and original artwork. These materials will:

- 1. portray what you have learned about the problem you have selected;
- 2. what you have learned about alternative solutions to the problem;
- 3. what public policy you have selected or developed to deal with the problem;
- 4. the plan of action you have developed to use in attempting to get your government to adopt your policy.

Here are some links that will help you with your research.

- <http://www.desertanimals.net/desert.html> This website talks about the different characteristics of the specific deserts.
- <http://www.desertusa.com/survive.html> This website discusses what the desert animals are searching for as far as food and

water accessibility.&nbsp; It also describes how the animals must adapt to their habitats in order to survive.<http://www.desertusa.com/animal.html>This website lists and talks about the specific animals in the deserts.<http://www.tortoise-tracks.org>This website introduces you to a committee that is sponsored by the interest of desert wildlife.<http://www.endangeredspecies.com/states/nv.htm>A website that lists Nevada&rsquo;s endangered plants and animals.[http://www.desertusa.com/mnp/mnp\\_map.html](http://www.desertusa.com/mnp/mnp_map.html)Maps of the different parts of the Mojave Desert.<http://www.nps.gov/archive/moja/home.htm>The website for the The National Parks Service for the Mojave National Preserve[http://findarticles.com/p/articles/mi\\_qa4444/is\\_200610/ai\\_n21099572](http://findarticles.com/p/articles/mi_qa4444/is_200610/ai_n21099572)This website discusses the Nevada Wildlife Action Plan<http://mojavedesert.net/description.html>This website discusses the different environments and characteristics of the Mojave Desert.&nbsp; Here are search engines to help you:[www.yahooligans.com](http://www.yahooligans.com)[www.google.com](http://www.google.com)[www.ask.com](http://www.ask.com)

## Evaluation

Category and Score	Beginning 1	Developing 2	Very Good 3	Exemplary 4	Score
Individual Role	Student had very little involvement in the process.	Student had minimal effort involvement in looking up their designated information	Student did most of their assigned research and had information ready for classroom discussion but it lacked necessary information.	Student did all assigned research and had information ready for entire classroom discussion.	%25
Group Project	Little or no effort was put into the group project which resulted in other students having to do their designated work	Student put forth minimal effort during the group project which often resulted in other students having to do their designated work	Student did most of their assigned group work and had information ready for classroom discussion but it lacked necessary information	Student did all assigned research and had information ready for entire classroom discussion.	%25
Portfolio	Little or no effort was done while working on the portfolio	Student put forth minimal effort during the development of the portfolio which often resulted in other students having to do their designated work	Student did most of their assigned group work and had information ready from the classroom discussion for the development of the portfolio but it lacked necessary information.	Student did all assigned research and had information ready from entire classroom discussion for development of the portfolio.	%25
Final Presentation	Little or no participation in the presentation	Student put forth minimal effort to participate during the final presentation which often resulted in other students having to do their designated work.	Student did most of their assigned work and had information ready from the portfolio for the development of the final presentation but it lacked necessary information.	Student did all assigned research and had information ready from portfolio for the final presentation.	%25
				Total Score	%100

## Conclusion

Now that you have finished all of your projects you are ready to present your ideas to officials and other influential people.&nbsp; Make sure this product is well rehearsed.&nbsp; Perhaps you could try presenting to some of the other classrooms at your school.&nbsp; Hopefully you have convinced the government to section off another nature preserve to save those endangered species.&nbsp; Continue doing research about other endangered species around the world.&nbsp; Perhaps you can make a difference in their existance.

## Teacher Page

Focus: This WebQuest primarily focuses on the program Project Citizen.&nbsp; It has been based on the second step of the program in thinking that the students had already chosen the topic &ldquo;Endangered Animals&rdquo;.&nbsp; To complete this program it would be wise for the teacher to obtain and read the Project Citizen manual.&nbsp; Here are some websites that might help:<http://www.ccle.fourh.umn.edu/citizen.html><http://www.lawanddemocracy.org/pcnew.htm><http://www.projectcitizen405.com/Recommendations>: I would recommend waiting until later in the year when the students have learned to work independently.&nbsp; You as the teacher are there to guide but this is primarily a job that the students will complete on their own.&nbsp; It does take a lot of time and would probably best fit into an after school program.&nbsp; The Project Citizen program is designed to be used in grades 6-12.&nbsp; It can be used in 4 and 5 but is often discouraged do to the student&rsquo;s immaturity.&nbsp; Prerequisite Skills: Comfort level with the InternetTime Required: A month minimum with days to later do presentationsTechnology Needs/Materials NeededSince students will be working in groups, it is not necessary for each student to have a computer, but each group must have one accessible well as the WebQuest "Endangered Species&rdquo;.The teacher will need to have a Project Citizen book so that they may copy the pages for student use.Credits: The resources and web links included on this website are external websites and I would like to thank them for creating such useful WebPages.

## Reviews

## Footer

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