

Where the Locals Hang Out

Post-Program Activity

Grades 6-8



Objective: Students will describe an animal that lives in Florida and explain why it is important to the ecosystem.

Sunshine State Standards:

- **SC.6.L.15.1** Analyze and describe how and why organisms are classified according to shared characteristics with emphasis on the Linnaean system combined with the concept of Domains.
- **LA.6.4.3.1** The student will write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establishes and develops a controlling idea, using appropriate supporting arguments and detailed evidence
- **SC.7.L.17.2** Compare and contrast the relationships among organisms such as mutualism, predation, parasitism, competition, and commensalism.
- **LA.7.4.3.1** The student will write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establish and develop a controlling idea and supporting arguments for the validity of the proposed idea with detailed evidence.
- **SC.8.N.4.1** Explain that science is one of the processes that can be used to inform decision making at the community, state, national, and international levels.
- **LA.8.4.3.1** The student will write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establishes and develops a controlling idea, and supports arguments for the validity of the proposed idea with detailed evidence.

Overview: Students (as endangered animals) write letters explaining why threatened species should be protected.

Materials:

- [Florida list of threatened species](#)
- Nonfiction books about Florida animals
- Paper and pencils

Procedure:

- Assign each student an animal from Florida's list of threatened species.
- Tell students that they are going to be writing a letter from their animal persuading the people of Florida to take action to prevent it from becoming extinct. In the letter they should introduce themselves, explain why they are important to the environment and to people, and suggest ways that people can help to protect them.
- Allow students to share their letters with the class.

Extensions:

- Explain that protecting an endangered species often requires a lot of time, money and effort and there are usually not enough resources to protect every species. Then put students into small groups and give each one a few letters to review. Ask them to choose one of the animals to take action for and have them explain why they chose that animal.
- Challenge students to find out how they can get involved in protecting Florida's threatened animals, either individually or as a class.