Title: Endangered Species

Discipline and Topic – English as a Foreign/Second Language

Target Population –

Grade Level: Post Secondary

Population Characteristics: This lesson addresses to students who are currently enrolled at an EFL prep class before starting their undergraduate studies at college/university. They are assumed to know how to use the tools appropriate to navigating and searching the WWW and that they already know how to use, PowerPoint, SnagIt, and Adobe Photoshop.

Lesson Groupings: Small groups (3-4)

Curriculum Links – The curriculum adopts a “Socially Responsible Teaching” approach; the syllabus includes various topics on “Environmental Education”. The unit they are currently studying is the first unit, which is about “Endangered Species” according to the syllabus. After this unit, they are going to study “Climate Change”, which will be built upon several issues raised in the first unit.

Objectives – By the end of this lesson, the students will be able to:

1. learn the vocabulary related to endangered species (vocabulary),
2. look for specific information in the text (reading),
3. prepare a presentation (Adopt an Endangered Species Campaign) and do it in class (writing/speaking/listening),
4. discuss the problems concerning endangered species (speaking),
5. express concern and dissatisfaction about specific problems (writing/speaking)
6. state plans and intentions to solve a problem, and identify contrasting viewpoints (speaking).

Media Literacy Objectives –

By the end of the lesson, the students will be able to:
1. Design, develop, and test a digital learning game to demonstrate knowledge and skills related to curriculum content. (1, 4)

2. Select digital tools or resources to use for a real-world task and justify the selection based on their efficiency and effectiveness. (3, 6)

3. Identify a complex global issue; develop a systematic plan of investigation, and present innovative sustainable solutions. (1, 2, 3, 4)

4. Create media-rich presentations for other students on the appropriate and ethical use of digital tools and resources. (1, 5)

Materials and Timing –

A computer with the Internet access and loud speakers
Slide Projector
Handouts
The duration of the lesson is 60+60= 120 minutes. (More time can be allotted depending on the size of class and the availability of materials).

Scope and Sequence –

The teacher greets the class, asks how they are doing, and plays them the video clip below. (10 minutes)

http://www.youtube.com/v/Psv98volu0U&hl=en&fs=1

The students watch the video clip above and start brainstorming about what they are going to study. The teacher directs them to the Mini Lecture page and asks them to read the text and work on the unknown vocabulary in pairs. As soon as they are done with studying the text, he asks general reading comprehension questions about the text, such as:

- What is the main idea of this text/main purpose of the author?
- What is the problem discussed?
- What are the reasons of the problem?
- Who do you think this text is written for? What do you think about the author's tone? Is she for or against the main argument?
- Do you agree or disagree with the author? Why? (25 minutes).
They review the issues raised in the mini lecture and make a list of possible reasons by adding from other resources in the References page, and share the list with other students in the class. (10 minutes)

The teacher shows the PowerPoint slide which presents the new language patterns. Then, he distributes the Handout #1 he prepared before the class and wants them to express any concern or dissatisfaction they feel about the issues regarding endangered species by referring to the lists they have created. The students discuss the plans they can make to address these concerns. (15 minutes)

http://www.albany.edu/~ov999569/ETAP622/presentation/presentation1.swf

After the discussion, the teacher distributes the Handout #2 which has some quick facts about the top ten endangered species in the world according to the World Wildlife Fund while supporting the content visually on the interactive world map.

(*Only Firefox, Opera, Netscape, Safari, or Google Chrome Browsers are supported). He wants the students to work in pairs while reading the information on the handout and matching the information with the images on the interactive map. (10 minutes)

Finally, the teacher groups the students in threes for the “Adopt an Endangered Species Campaign”. He asks them to prepare a video clip (digital story) to raise public awareness on the issue (See the Digital Story page for the instructions of the activity). (30 min.)

The students present their work in the class, and ask and answer questions about their campaign. (20 min.)

Evaluation of Students –

<table>
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<tr>
<th>Objectives</th>
<th>Good (2 points)</th>
<th>Fair (1 points)</th>
<th>Poor (0 point)</th>
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<tbody>
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Endangered Species Campaign) and do it in class (writing/speaking/listening)

4. Discuss the problems concerning endangered species (speaking)

5. Express concern and dissatisfaction about specific problems (writing/speaking)

6. State plans and intentions to solve a problem, and identify contrasting viewpoints (speaking)

7. Use technological skills to achieve learning goals

8. Work collaboratively and effectively with others in completing assigned tasks

TOTAL SCORE:

**Evaluation of the Lesson** – The lesson will be considered as successful since the topic piques students' interest and includes the use of multimedia tools. The diverse multimedia activities used in the lesson will help students easily motivate and acquire the language input in an authentic, unconscious way. Their performance at the presentation will show their comprehension of the issues discussed. The final discussion will demonstrate their level of comprehension of the unknown vocabulary as well as the new language patterns.