



## Biodiversity Preservation Project - "Wanted ALIVE"

Every species that becomes extinct reduces biodiversity; this project is an opportunity to help save a species at risk and preserve biodiversity. You will research a species at risk (**vulnerable, threatened, endangered or extirpated**) that is part of a protection program that our class could sponsor. You will then present your finished research to the class.

### BACKGROUND:

The Government of Canada maintains a list of all plant and animal species federally recognized as special concern (vulnerable), threatened, endangered, extirpated, and extinct in Canada under Schedule I of the Species at Risk Act (SARA). This is known as the **List of Wildlife Species at Risk**.

[http://www.registrelep-sararegistry.gc.ca/species/schedules\\_e.cfm?id=1](http://www.registrelep-sararegistry.gc.ca/species/schedules_e.cfm?id=1)

**Extinct** - a species formerly indigenous to Canada that no longer exists anywhere.

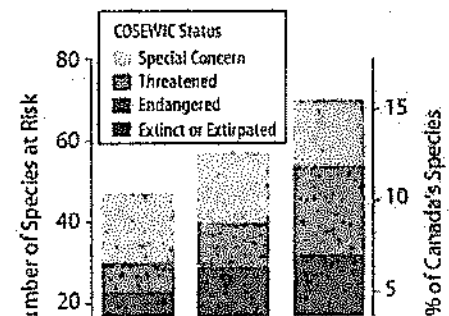
**Extirpated** - a species no longer existing in the wild in Canada but occurring elsewhere in the world.

**Endangered** - a species threatened with imminent extinction or extirpation throughout all or a significant portion of its Canadian range.

**Threatened** - a species likely to become endangered in Canada if the factors affecting its vulnerability are not reversed.

**Vulnerable** - a species particularly at risk because of low or declining numbers, small range or for some other reason, but not a threatened species.

Species at Risk—**are we making progress?**



## Part One: The Wanted Poster

Research your species at Risk then create a "Wanted Poster". Your poster must include the following:

- a. **AKA:** - scientific name and Biological classification from Kingdom all the way down to Genus Species
- b. **STATUS:** - Registered Status from list above
- c. **MUG SHOT:** - drawing or picture of organism
- d. **IDENTIFYING CHARACTERISTICS:** - adaptations and physical description (what makes it unique? and distinguishable from other species?)
- e. **WANTED FOR:** - describe its niche, what is your species' role is in its environment? (include at least four components)
- f. **KNOWN ASSOCIATES:** - the animals relationships – could be symbiotic or interspecific competition
- g. **LAST KNOWN WHEREABOUTS:** - what was the species' previous habitat range? Include a map if possible.
- h. **THREATS:** - Why is this species almost extinct? Explain the nature of the "criminals" that have caused the population to decrease
- i. **PLEA FOR HELP:** - what impact would this species' extinction have on the environment? Why should we protect it?

Choose *reliable sources* for your research: the textbook, library books, and reliable internet sites. You will be asked to include a list of your sources with your final project.

Recommended websites: [www.iucnredlist.org](http://www.iucnredlist.org) [www.speciesatrisk.gc.ca](http://www.speciesatrisk.gc.ca)  
[www.edgeofexistence.org](http://www.edgeofexistence.org) [www.learnalberta.ca](http://www.learnalberta.ca)

## Part Two - The Protection Strategy (Bring 'em home alive)

Either on your poster, or as a separate word document, **Propose a protection strategy** for the class to support and evaluate the strategy's effectiveness

- a. Describe a program that our class could support that is protecting your research species
  - How can we help?
- b. Evaluate your chosen program's protection strategy by explaining how it protects your research species



- Why will the program help?  
Biodiversity Preservation Project Rubric

Level	4 Excellent	3 Good	2 Developing	1 Limited
Outcome				
<b>PART ONE</b>				
<b>AKA / STATUS</b> /4	Complete Biological classification and status	Missing one or more areas	Missing two or more areas	Not included
<b>MUG SHOT</b> /4	organism is clearly visible and identifiable	organism is visible but not identifiable	organism is neither clearly visible nor identifiable	Not included
<b>IDENTIFYING CHARACTERISTICS</b> /4	Observes many different examples of characteristics	Observes the main examples of characteristics	Observes some examples of characteristics	Observes vague examples of variation
<b>WANTED FOR --</b> /4	Thoroughly describes niche with many important details	Completely describes niche with the required details	Partially describes niche; missing some required details	Niche is questionably identified and includes little description
<b>KNOWN ASSOCIATES</b> /4	Thoroughly describes relationships with many important details	Completely describes with the required details	Partially describes; missing some required details	is questionably identified and includes little description
<b>LAST KNOWN WHEREABOUTS</b> /4	Thoroughly describes habitat with many important details	Completely describes with the required details	Partially describes; missing some required details	is questionably identified and includes little description
<b>THREATS</b> /4	Describes important changes in detail and insightful causes of	Describes important and appropriate causes	Describes general and predictable causes	Describes vague superficial causes

	population drop			
<b>PLEA FOR HELP</b> /4	Clearly elaborates on impact of possible extinction	Describes important changes	Describes general changes	Describes vague changes
<b>PART TWO</b>				
Describes and Evaluate <b>strategies</b> to save the species /4	Evaluation explains supporting evidence	Evaluation includes some supporting evidence	Evaluation includes little, if any supporting evidence	None included
<b>Sources and communication</b>				
<b>Research</b> information /4	Includes a number of different types of reliable sources (total of 3)	Includes a number of reliable sources	Includes a reliable source	Includes questionable sources or citing absent
<b>Communicate</b> ideas /4	Communicates key ideas and information convincingly	Communicates ideas and information acceptably	Communicates some ideas and information acceptably	Communicates few ideas and information

**TOTAL: /44**

**COMMENTS:**