

UNIT 3 Lesson 3

Name _____ Date _____

Investigating the Group's Problem

1. My group's problem:
Possible Answer Why do some species become endangered?

2. What my investigation will contribute to the rest of the class:
Possible Answer Our findings can help explain to the class why species are endangered or disappearing. We can find information about some of their favorite wildlife. We can also find information about how they can help endangered species or help keep species from becoming endangered.

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Investigating the Group's Problem (continued)

3. Sources that I might use to research this problem:
Possible Answers books, magazines, nature documentaries, an Internet search, and journal articles

4. Some other questions about this problem:
Possible Answers What are some species that are endangered? Once a species is endangered, can it rebuild its population? In what parts of the world are species endangered? What do human beings have to do with species becoming endangered? If humans hunt or destroy one species, how does it affect other species? How can humans help endangered species?

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Teacher Tip

RESOURCES Stress that encyclopedias should be used only if there is no information available from other sources.

Step 4—Identifying Needs and Making Plans

Whole-Group Time

Whole Group

- ◆ Remind students that needs and plans must be identified in research and that *needs* refers to things they need to find out or understand. Explain that during this step of the Inquiry process, they will decide what evidence or information they need to collect to support or revise their conjectures.
- ◆ Model aloud your question and conjecture again—*How can we stop the rain forest devastation? I think we can stop the destruction by using things that are not made from plants or animals that live in the rain forest.*
- ◆ Then ask aloud, *What do I need to know?* On the board, write a list of things you want to find out, such as *What kinds of products are made from plants and animals native to the rain forest? Who are the people destroying the rain forest? What organizations or groups are already trying to stop rain forest destruction?*
- ◆ Ask students to help you to identify the resources that might be useful in investigating these conjectures and how each might be useful. For example,
 - Internet sites may also give this kind of information as well as more up-to-date discoveries and more photographs and illustrations.
 - natural-history museums contain artifacts or other items from the rain forest and often have recreated environments resembling rain forests.
 - fiction and nonfiction selections may also give insights that provide information.
- ◆ Ask students if they can think of other sources to add to the list. Have them explain why each would be useful to their inquiries.