

**UNIT 3** Lesson 4

Name \_\_\_\_\_ Date \_\_\_\_\_

**Gathering Information**

1. Our problem: **Possible Answers**  
Why do some species become endangered?  
 \_\_\_\_\_  
 \_\_\_\_\_

2. Information we need to find or figure out in order to help investigate the problem:

A. information about species that are endangered  
 \_\_\_\_\_

B. information about whether and how endangered species can rebuild their populations  
 \_\_\_\_\_

C. information about parts of the world where species are endangered  
 \_\_\_\_\_

D. information about what human beings have to do with species becoming endangered  
 \_\_\_\_\_

E. information about how human beings can help species that are endangered  
 \_\_\_\_\_

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**UNIT 3** Lesson 1

**Recording Concept Information (continued)**

3. "The Most Beautiful Roof in the World" by Kathryn Lasky  
**Possible Answer** Each rain forest organism is very important to its habitat. The removal of one could have a major effect. For example, without ants, bromeliads could take over and "choke" many of the trees in the rain forest.  
 \_\_\_\_\_  
 \_\_\_\_\_  
Scientists such as Lowman observe the balance between organisms in the rain forest. Their research may help alert us to any potential problems within this vital habitat.  
 \_\_\_\_\_

4. "Alejandro's Gift" by Richard E. Albert  
**Possible Answer** Animals are drawn to food and water. Most wild animals, however, are frightened of humans and will avoid contact if possible. It is best to observe animals indirectly and in their natural environment.  
 \_\_\_\_\_  
 \_\_\_\_\_

5. "The Day They Parachuted Cats on Borneo" by Charlotte Pomerantz  
**Possible Answer** Each organism is very important to its food web. By tampering with one organism in the web, we can negatively affect countless other animals and have a major effect on the environment. Small ecological problems in a specific part of the world can end up having a large impact on things that happen in the rest of the world.  
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## Teacher Tip

**EVALUATING INFORMATION** Stress to students that sources can contradict each other. For example, let them know that in your Rainforest Destruction model, there will be many different opinions on the issue. The information an author presents depends on his or her perspective and purpose in creating a book. Explain to students that determining which view has the most support is crucial to judging its value with regard to their inquiries.

### Small Group

#### Small-Group Time

- ◆ Provide time for students to collect information about their questions and record it on their Inquiry charts. Ensure that students have access to a variety of appropriate sources, such as newspaper and magazine articles, nonfiction books, and the Internet.
- ◆ Emphasize that students should be prepared to reevaluate their problem, question, or conjecture in light of new information that they find. For example, say, *During my research, I came across some information that has made me rethink my conjecture. The new information I found is making me reconsider my original idea.* Assure them that when this occurs, it is a natural part of the investigative process.
- ◆ Have students use **Skills Practice 1** pages 203–204 to help them with gathering information for research. Ask them to use the page to help them streamline their Inquiry.
- ◆ As part of their Small-Group Time, have students also complete the part of **Skills Practice 1** page 162 that relates to "Alejandro's Gift."