

Step 8—Identify New Questions Whole-Group Time

Whole Group

- ◆ During and after presentations, encourage students to raise new problems or questions related to their research and reflections. For example, using your Inquiry conjecture, you can say, *I have learned that rain forests all over the world are being destroyed to satisfy human needs. However, there are also organizations that fight for rain forest preservation. Although I have learned a lot, I still want to know about other ecological problems. Are humans harming the oceans, seas, and lakes as they are the rain forests? What other organizations are fighting for ecological causes?*
- ◆ After their presentations, have students give feedback to each other. Have volunteers mention one strong point of the class's presentations as a whole as well as one area that needs support. It is vital that students are constructive in the feedback they give, even if it is a suggestion for improvement. Have students incorporate their classmates' feedback in their next presentations.
- ◆ Suggest that they continue to pursue any new issues that interest them even after the conclusion of this unit.

Small-Group Time

Small Group

Have students complete **Skills Practice 1** page 160. They should look at how their knowledge of ecology has grown over the course of the unit and see if the questions they had were answered and whether their ideas about ecology have changed.

Concept/Question Board

- ◆ Ask students if they have any new questions or problems after having read all of the selections in this unit. Encourage them to post these on the **Concept/Question Board**.
- ◆ Have students remove any questions or problems that have been answered or solved or are no longer of interest.
- ◆ Remind students to post on the Board any new questions they have identified during or after the presentations.
- ◆ Ask students if they have any new questions or problems after having read all of the selections in this unit and encourage them to post these on the Board.



Teacher Tip

INQUIRY PURPOSE The goal of Inquiry is to promote such skills as independent thinking, analyzing, evaluating, and synthesizing. If students are unable to complete their projects because new investigative pathways opened up for them, this should not be considered to have been an incomplete or insufficient Inquiry experience.

UNIT 3 Lesson 1

Knowledge about Ecology (continued)

3. This is what I learned about ecology after reading this unit.

Possible Answers the five kingdoms and the groups of organisms within each one
Protecting habitats from pollution and destruction saves the lives of countless species and protects the balance of food webs.

Small ecological problems in a specific part of the world can have a large impact on the rest of the world.

Phytoplankton, through photosynthesis, store the sun's energy. Phytoplankton are important to Earth's ecosystem. Scientists observe the balance between organisms in the rain forest. Their research may warn us about potential problems.

4. Which of my initial questions about ecology were answered after reading this unit, and how?

Possible Answer When one species disappears from an ecosystem, other species are negatively affected, like we saw in "The Day They Parachuted Cats on Borneo."

Skills Practice 1, p. 160