Lesson Plan Template

- **Title**: Beyond Universal Grammar: Endangered Species Presentation

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- **Proficiency level**
  
  _____ Beginning ___ Intermediate ___ Advanced

- **Grade level**

  Higher education, adult

- **Skills**

  ___X___ Speaking  Related subskills: Persuasive speech about saving an endangered species, group discussion, speaking from notes
  ___X___ Reading  Related subskills: Reading research material, reading open subtitles for sign language on video screen
  ___X___ Writing  Related subskills: Writing titles for PowerPoint slides, note-taking for presentation, note-taking for subtitles
  ___X___ Vocabulary  Related subskills: Understanding and using persuasive vocabulary, life sciences vocabulary
  ___X___ Listening  Related subskills: Listening to a student presenter

- **Content area**

  ESL/EFL
  English for academic purposes
  Persuasive speaking
  Science

- **Objective**

  Students will prepare a PowerPoint presentation and deliver a persuasive argument about why it is important to save one endangered species they have selected to the class.

- **Duration**

  Approximately 5 hours

- **Materials and technology**

  Computer with Internet access
Digital projector and projection screen

Speakers to support audio portion of video

Video, “Koko Speaks To Us”  http://www.youtube.com/watch?v=Po2jGdx9WBI

Class Discussion Worksheet, “Koko Speaks To Us” (attached)


Worksheet, “Student Guidelines: Presenting for an Endangered Species” (attached)

Student Presentation Assessment Rubric (attached)

- Procedure

  Part 1 - PRE-TASK ACTIVITIES: Topic Introduction and Inspiration

  1. Write the headings SPECIES and ENDANGERED SPECIES on the whiteboard. Have students classify the words horse, tiger, cow, elephant, whale, cat under the correct heading.
     Ask students to provide additional examples for the ENDANGERED SPECIES heading. Solicit information from students to tell why certain endangered species they mention are personally important to them.

  2. Have students role play in small groups to answer the following question: What would you say to humans if you could speak for one endangered species?

  3. Inform students that you will now provide them with a lecturer who is an expert on explaining what it means to be an endangered species from an animal’s viewpoint. Show the video “Koko Speaks To Us” (31 seconds).

  4. After the first showing, allow students a few minutes to laugh and to reflect on the “lecturer.” Ask how they feel about being lectured to by a sign-talking gorilla.

  5. Pass out the worksheet “Koko Speaks To Us.” Have students complete the group discussion worksheet when showing the video a second time. The simple “dictation” on page one of the worksheet is a strategy to prepare students to develop their own points of view in response to three class discussion questions on page two of the worksheet.

  6. In a class discussion ask students to share their answers to the three discussion questions on page two of the worksheet. Encourage other students to agree or disagree according to their own viewpoints.

  Part 2 - Preparing Student Presentations

  7. In a small class, everyone can give a presentation about one endangered species. In a large class, ask for volunteers (make other topics available for future presentations). Have student presenters select an endangered species from their own country. Show the
website, “Earth’s Endangered Species” [http://www.earthsendangered.com/index_s.asp]. This website lets you browse for endangered species by the area where they live. Demonstrate by browsing some of the students’ countries and selecting “mammals” for the species group. Display several endangered species photos pausing on the ones that draw student comments.

8. Let students work in small groups to discuss their prior knowledge of endangered species that interest them. Teacher circulates between groups and asks each student to name one special animal.

9. Pass out “Student Guidelines: Presenting for an Endangered Species” worksheet to student presenters to complete for homework.

10. After students complete the presentation worksheet for homework, meet with them individually to discuss their answers. Help students organize their ideas for a PowerPoint presentation. Maps, pictures and photos are helpful.

11. Following the guidelines on the worksheet, prepare students to give 12-minute presentations that persuasively argue why it is important to save the endangered species they have selected. Let students develop their own opinions and reflect on why they feel their particular animal is special. Limit words on the slides to titles only.

12. Instruct students to practice their presentations for homework. They may write brief outlines, but they should speak the presentation without reading their outlines aloud. They may refer to notes as they conclude with the words they think their animal would say to the audience if it could speak English.

**Part 3- Student Presentations**

13. Students deliver their persuasive arguments in their prepared 12-minute oral presentations. The teacher should sit with the class as students talk to their classmates. After the presentations are finished, ask the class if they have been persuaded to do what the presenter has asked in order to save each animal presented. Have students explain their yes/no answers.

- **Assessment**

  - Did the student participate in group discussions? Did the student complete the presentation worksheet satisfactorily and meet with the instructor? (Part 2)
  - Student Presentations: Oral presentation skills (See attached rubric). Were the student’s descriptions of the animal and its problems made clear? Did the student persuade listeners to save the selected species? (Part 3)
**Extension or Follow up**

Students can symbolically adopt an endangered species of their choice on the World Wildlife Fund website at http://www.worldwildlife.org/ogc/

Oral reports on the “adopted” animal can be given to the class periodically.

**References**

The video “Koko Speaks To Us” can be found at http://www.youtube.com/watch?v=Po2JGdx9WBI

The website “Earth’s Endangered Species” can be found at http://www.earthsendangered.com/search-regions3.asp

**Useful links**

Current information on endangered species is available on the website of the International Union for Conservation of Nature at http://www.iucn.org

Of particular interest is the IUCN Red List of Endangered Species which is updated yearly.