

Survivor: Animal Island

A WebQuest for 5th Grade
(Life Science)

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[Introduction](#)

[Task](#)

[Resources](#)

[Process](#)

[Evaluation](#)

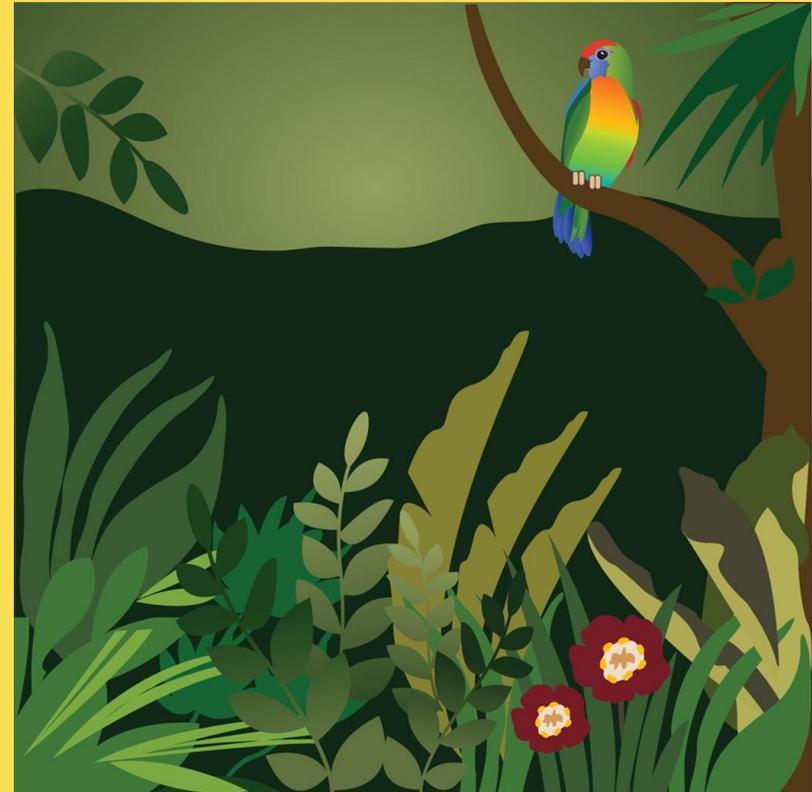
[Conclusion](#)

[Standards](#)

[Citations](#)

[Teacher Notes](#)

EDTL 695 -
Summer 2008
Creating WebQuests
for the K-12 Classroom



Based on a template from [The WebQuest Page](#)

Introduction

Scientists have recently discovered a new island. Because of the unusual animals that live there, it has been named Animal Island.

The coasts of Animal Island island are flat but the interior is mountainous. The flat portion of the island has a moderate climate, meaning it never gets very hot or very cold. The high mountainous peaks are very cold and are snow-covered for most of the year. This island has a wet season and a dry season. There are many trees, some of which bear a fruit with a very hard shell. Many mice, insects, birds, and fish have been spotted.

You and your team of scientists have been hired by the Department of Natural Resources to go on an expedition to Animal Island and document the unknown animal species that live there. These animals have survived for thousands of years without human interaction. It's your job to find out how they have survived.

Pack your bags! It's time to go!



Task

Your team is made up of four animal experts. Each member of your team will describe one new animal in his area of specialty.

mammal expert – mammalogist

bird expert – ornathologist

fish expert - ichthyologist

reptile and amphibian expert - herpetologist

Individually, you will do research to find out about the kinds of adaptations your animal would need to survive on Animal Island. Based on your research, you will create a new animal. Then with your team, you will develop a PowerPoint presentation to present to the head of the Department of Natural Resources..



Resources



Mammalogist

Ornithologist

Ichthyologist

Herpetologist

All scientists need paper, pencil, crayons, markers, or colored pencils. Computers with internet access, PowerPoint, and a scanner will also be needed.



Mammalogist

You will research adaptations that can help mammals to survive. Then, you will create and name a mammal that could live on Animal Island. You will create two PowerPoint slides. One will show the name and a picture of the new animal. The other will describe the animal's adaptations, what it eats, and where it lives.

http://www.ecokidsonline.com/pub/eco_info/topics/climate/adaptations/index.cfm

<http://teacher.scholastic.com/dirtrep/animal/index.htm>

<http://oncampus.richmond.edu/academics/education/projects/webunits/adaptations/>

<http://library.thinkquest.org/J001644F/>

<http://www.kidsplanet.org/factsheets/map.html>

<http://www.nhm.org/mammals/page022.html>

http://www.stoller-eser.com/trial/colorbook/mammal_behavioral.html



Back to process page



Ornathologist

You will research adaptations that can help birds to survive. Then, you will create and name a bird that could live on Animal Island. You will create two PowerPoint slides. One will show the name and a picture of the new animal. The other will describe the animal's adaptations, what it eats, and where it lives.

http://www.ecokidsonline.com/pub/eco_info/topics/climate/adaptations/index.cfm

<http://teacher.scholastic.com/dirtrep/animal/index.htm>

<http://oncampus.richmond.edu/academics/education/projects/webunits/adaptations/>

<http://library.thinkquest.org/J001644F/>

<http://www.kidsplanet.org/factsheets/map.html>

http://www.normanbirdsanctuary.org/beak_adaptations.shtml

http://www.normanbirdsanctuary.org/feet_adaptations.shtml

<http://www.stoller-eser.com/trial/colorbook/bird.html>

Back to process page



Icthyologist

You will research adaptations that can help fish to survive. Then, you will create and name a fish that could live in a lake or stream on Animal Island. You will create two PowerPoint slides. One will show the name and a picture of the new animal. The other will describe the animal's adaptations, what it eats, and where it lives.

http://www.ecokidsonline.com/pub/eco_info/topics/climate/adaptations/index.cfm

<http://teacher.scholastic.com/dirtrep/animal/index.htm>

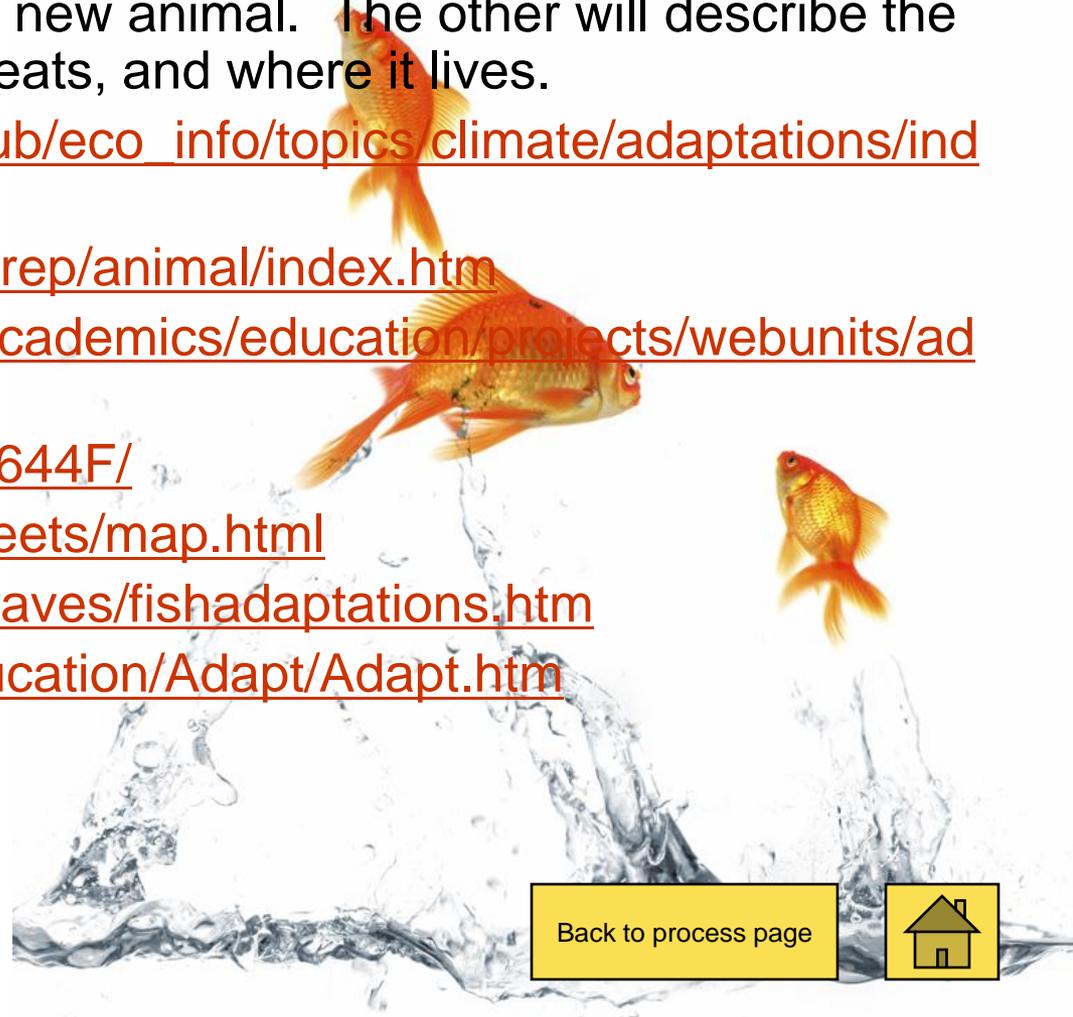
<http://oncampus.richmond.edu/academics/education/projects/webunits/adaptations/>

<http://library.thinkquest.org/J001644F/>

<http://www.kidsplanet.org/factsheets/map.html>

<http://www.geocities.com/sseagraves/fishadaptations.htm>

<http://www.flmnh.ufl.edu/fish/education/Adapt/Adapt.htm>



Back to process page



Herpetologist

You will research adaptations that can help reptiles and amphibians to survive. Then, you will create and name a reptile that could live on Animal Island. You will create two PowerPoint slides. One will show the name and a picture of the new animal. The other will describe the animal's adaptations, what it eats, and where it lives.

http://www.ecokidsonline.com/pub/eco_info/topics/climate/adaptations/index.cfm

<http://teacher.scholastic.com/dirtrep/animal/index.htm>

<http://oncampus.richmond.edu/academics/education/projects/webunits/adaptations/>

<http://library.thinkquest.org/J001644F/>

<http://www.kidsplanet.org/factsheets/map.html>

http://www.stoller-eser.com/trial/colorbook/reptile_adaptations.html

<http://animal.discovery.com/guides/reptiles/iguanas/greenanoles.html>

<http://www.austmus.gov.au/herpetology/faq/reptiles.htm#camouflage>



Back to process page



Process

1. Assign each member of your group the role of one of the scientists.
2. Each scientist will use the provided web resources to learn about adaptations that help animals to survive. You will have 45 minutes for your research.

[mammalogist](#)

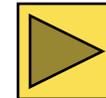
[ichthyologist](#)

[ornithologist](#)

[herpetologist](#)

3. Use what you have learned to design a new animal that could survive in the conditions on Animal Island. Draw the animal in detail and write descriptions including:

- What does it eat?
- How does it get its food?
- How does it protect itself?
- Where does it live (shelter)?
- What is the name of the new animal?



Process (cont.)

4. When all four scientists have finished their animals, they will work together to create a PowerPoint presentation. The presentation should include nine slides:
 - a title slide with the names of all of the scientists
 - two slide for each of the four new animals
 - The first slide for each animal slide should include the name of the animal and the picture of the animal (the teacher will scan these into the computer).
 - The second slide for each animal will give a list of adaptations that help the animal survive on Animal Island.
5. Each group will present its PowerPoint presentation to a committee from the Department of Natural Resources (the teacher and other students).



Evaluation

	0	2	4
Research	Student did not participate in research.	Student did not complete the research process.	Student conducted online research in an appropriate manner.
Animal Design	Student did not design an animal that reflected knowledge gained through research.	Student designed an animal that somewhat reflected knowledge gained through research.	Student designed an animal that reflected knowledge gained through research.
Animal Adaptation Descriptions	Student did not provide reasons for animal adaptations.	Students provided some reasons for animal adaptations necessary for the given environment.	Students provided reasons for animal adaptations necessary for the given environment.
Presentation	Student did not participate in the presentation.	Student participated minimally in the presentation.	Student participated in presentation in a helpful and appropriate manner.



Conclusion

Congratulations!

Your expedition has been successful!
You have discovered new animals and made a wonderful presentation to the Department of Natural Resources. Because of your hard work, the residents of Animal Island will be protected!

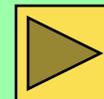


Ohio Academic Content Standards

Library Media - Grade Five

Library Awareness

1. Access the library facility and online library when needed.
2. Describe information needs to the library media specialist or library staff member and develop strategies to fulfill the need.
3. Select library media center materials based on format and need (e.g., print, nonprint, audio, video).
4. Use a variety of library material formats to answer questions and solve problems.



Ohio Academic Content Standards (cont.)

Technology– Grade 5

Information Literacy

- A. Describe types of information: facts, opinions, primary/secondary sources; and formats of information: number, text, sound, visual, multimedia; and use information for a purpose.
- B. Use technology to find information by applying a research process to decide what information is needed, find sources, use information and check work.
- C. Use the Internet to find, use and evaluate information.
- D. Identify, access and use electronic resources from both free and fee-based Internet sources.



Ohio Academic Content Standards (cont.)

Science – Grade 3

B-2 Relate animal structures to their specific functions (e.g., obtaining food, escaping or hiding from enemies).

B-3 Classify animals according to their characteristics (e.g., body coverings and body structure).

Science - Grade 5

B-3 Trace the organization of simple food chains and food webs

C-4 Summarize that organisms can survive only in ecosystems in which their needs can be met (e.g., food, water, shelter, air, carrying capacity, and waste disposal). The world has different ecosystems and distinct ecosystems support the lives of different types of organisms.



Teacher Notes

Survivor: Animal Island is a life science activity designed for fifth-grade students. Through individual research and group collaboration, the student learn about animal adaptations and apply what they have learned to design new animals that would be able to survive. Each student becomes an expert in a certain area.



If a scanner is not available, or if students are not familiar with the use of PowerPoint, the same activity can be done with students creating posters.



Citations

- *Animal adaptations.* (n.d.). Retrieved June 13, 2008, from the Earth Day Canada Web site:
http://www.ecokidsonline.com/pub/eco_info/topics/climate/adaptations/index.cfm
- *Animal adaptations.* (2006, January 25). Retrieved June 13, 2008, from Animals on defense Web site:
<http://oncampus.richmond.edu/academics/education/projects/webunits/adaptations>
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http://www.normanbirdsanctuary.org/feet_adaptations.shtml
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<http://teacher.scholastic.com/dirtrep/animal/index.htm>
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Citations (cont.)

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- *Herpetology.* (2002). Retrieved from the Australian Museum Web site: <http://www.austmus.gov.au/herpetology/faq/reptiles.htm#camouflage>
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