### Endangered Animals Trading Cards

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**Organization/School Name:** St. Catherine's University  
**Location:** Minnesota  

**Grade Level:** 1, 2  
**Type of Lesson:** Lesson in a unit  
**Type of Schedule:** Combination  
**Collaboration Continuum:** Moderate  
**Content Area:** Social studies  
**Content Topic:** Civic Skills

### Standards for the 21st-Century Learner

**Skills Indicator(s):**
- 3.1.3 Use writing and speaking skills to communicate new understandings effectively.  
- 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.  
- 3.1.5 Connect learning to community issues.  

**Dispositions Indicator(s):**
- 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.  

**Responsibilities Indicator(s):**
- 3.3.4 Create products that apply to authentic, real-world contexts.  
- 3.3.5 Contribute to the exchange of ideas within and beyond the learning community.  

**Self-Assessment Strategies Indicator(s):**
- 3.4.2 Assess the quality and effectiveness of the learning product.

### Scenario:
After having completed a research report on an endangered animal, students will celebrate their learning by creating trading cards of their animal. To connect their learning to the real world and experience civic participation, students will host an "Endangered Animals Fair" as a culminating activity for their unit on Endangered Animals. At this fair they will sell the cards to parents, teachers, and other students in order to raise money for a nature conservancy organization such as the WWF. The SLMS and classroom teacher will work closely together to instruct, assist, and assess students as they work on the project in the classroom and/or library.

### Overview:
This lesson is designed to help students understand that they can apply their knowledge about endangered animals to helping make a difference in a real-world context by spreading awareness and raising money for a cause.

### Final Product:
The students will create one or more copies of an endangered animal trading card. They will tell potential "customers" about the animal.
Library Lesson: Students work with the SLMS and their teacher to obtain a print resource with photos or drawings of their animal. Students create their own drawing of their animal and, as they finish, are assisted by the teacher or SLMS in scanning it onto the computer. They then create a word-processed document highlighting the reason why their animal is endangered and what can be done to help. Students print at least two copies of their picture and Word document to create at least two trading cards. During the Endangered Animal Fair, first graders showcase their cards and provide information to potential customers (other students, teachers, and/or parents) about the animal.

Estimated Lesson Time: 90 minutes

Assessment

Product: The SLMS and teacher fill out rubrics assessing whether the trading cards contain a colored drawing on one side and information about the animal’s endangered status on the other side. They complete an additional rubric for each student to assess whether his/her oral explanations to customers were clear, relevant, and concise.

Process: Throughout the project, teacher and librarian will circulate to observe and assist students as they work. They will make notes regarding the extent to which students are able to complete the assignment independently and conscientiously.

Student self-questioning: What questions are important to answer in this project? Have I communicated important information in a clear way? Why do I want to share my new understandings?

Instructional Plan

Resources students will use:
Event (ie. exhibition, webcast, conference, workshop, performance)
Text (books, letters, poems, newspapers, etc.)

Resources instructor will use:
Smart board
Other

Other instructor resources: Scanner

Instruction/Activities

Direct instruction: Lesson 1 - The SLMS leads a discussion in which students’ prior knowledge about trading cards is activated. What are the important elements of a trading card? Lesson 2 - The SLMS explains to students that they will be creating a fact sheet about their animal using information from their reports and a word processing template. Lesson 3 - The teacher or SLMS leads students in a discussion of why it is important to share their new knowledge with others in the community and why they are trying to raise money by selling the trading cards.

Modeling and guided practice: Lesson 1 - SLMS selects a sample animal and demonstrates the process of scanning a sample picture onto the computer and adjusting the size of the picture. Lesson 2 - The SLMS demonstrates on the interactive whiteboard how to fill in the word processing template with the necessary information about why their animal is endangered and what can be done to help. The teacher or SLMS demonstrates how to print, then cut and glue their fact sheet onto the cardstock.
Lesson 3 - The teacher or SLMS models how to greet potential customers, show them their cards, share information about their animal, and collect money when sales occur. Students practice in pairs as teacher and SLMS circulate.

**Independent practice:** Lesson 1 - As students complete their drawings of their endangered animal, they then scan their picture to the computer with the assistance of the teacher and/or SLMS as necessary. They adjust the size and print at least two copies of their picture. They then glue the pictures onto card stock. Lesson 2 - Students pull information from their reports (Why is the animal endangered? What can be done?) to create a fact sheet on the word processing template. Students print at least two copies of their fact sheets and glue them to the cardstock opposite the pictures of their animal. Lesson 3 - Students stand behind tables and greet customers, share information, and sell cards to customers. Teacher and SLMS circulate to assess interactions and to collect money.

**Sharing and reflecting:** Lesson 1 - SLMS leads the group in a discussion reviewing the steps of the scanning, adjusting and printing process. Students discuss other situations in which a scanner and/or printer may be useful tools. Lesson 2 - In pairs or small groups, students share the pictures and information on their trading cards. The SLMS leads a discussion about how and why they will use the trading cards to raise money for endangered animals. Lesson 3 - Students fill out a form telling why they think it was important to sell the cards. They also fill out checklists to self-assess how well their trading cards and presentations met the standards of the assignment. Teacher and SLMS conclude with group discussion about where the money will go and why this is important.

**Have you taught this lesson before:** No

**Strategies for differentiation:** Students may be allowed to trace pictures for their drawings and/or use a software program to create their pictures on the computer with drawing tools. Alternatively, students may seek photographs online (be sure to instruct students to credit the source of any image used). In addition, students who quickly complete several copies of their trading card may be asked to assist those who have not completed as many.

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