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# APPENDICES





## Appendices Vocabulary

**Each definition is immediately followed by the number of the activity or activities in which it is introduced or to which its meaning is most relevant. For example, (1-2) indicates the second activity in the first section. Vocabulary words may be found in other activities besides those listed below.**

*abdomen*: in arthropods (animals like spiders and insects), the posterior section of the body (1-2)

*antenna* (singular); *antennae* (plural): paired, flexible, jointed sensory appendage on the head of some arthropods (1-2)

*appendage*: a part or organ that is joined to the main body of an object or organism; examples include legs and antennae (1-2)

*arthropod*: organism such as a scorpion, spider, tick, millipede, centipede, insect or crustacean; the body has an external, segmented covering and jointed appendages (1-2)

*atmosphere*: the gaseous mass surrounding the earth which is held in place by gravity (2-3)

*bacterium* (singular); *bacteria* (plural): one-celled organism without a true nucleus; some are free-living, and some are parasites (1-2)

*biodiversity*: the variety of life on earth, reflected in the variety of ecosystems and species, their processes and interactions and the genetic variation within and among species (1-1)

*biogeography*: the study of living systems and their distribution (3-3)

*biosphere*: the part of the earth and its atmosphere where living things exist (1-2)

*cephalothorax*: the joined head and thorax of arachnids (spiders, scorpions, ticks and others) and many crustaceans (1-2)

*chromosome*: structure that contains DNA in the cell and that is responsible for the determination and transfer of hereditary traits (1-4)

*class*: a taxonomic category that ranks below phylum and above order (1-2)

*classification*: grouping organisms into categories based on shared characteristics or traits (1-2)

*conflict management*: a practice in which disagreeing groups meet with an impartial person to discuss their concerns; each side listens closely to the other side; the impartial person helps clarify what each side is asking for; in many cases, both groups find that their needs can be met without further conflict (4-1)

*consensus*: collective opinion; general agreement or accord (4-1)

*cultural diversity*: differences in socially transmitted behavior patterns, arts, beliefs, institutions and other products of human work and thought characteristic of a community or population (4-1)

*ecological processes*: relationships between organisms and their environments (2-2)

*economics*: science that deals with the production, distribution and consumption of goods (2-2)

*ecoregion*: a relatively large unit of land that is characterized by a distinctive climate, ecological features and plant and animal communities (1-3)



## Appendices

### Vocabulary (continued)

*ecosystem*: a community of organisms that are linked by energy and nutrient flows and that interact with each other and with the physical environment (1-1)

*edge effect*: when a habitat is divided into small sections, more boundaries are created between the habitat and its surroundings; these boundaries, or edges, are very different than the conditions in the habitat's interior; edge is often lighter and drier than the interior of the habitat and can change the types of organisms living in the area; in small fragments, edge conditions may compose most of the habitat (3-3)

*endangered species*: a species threatened with extinction (3-1, 3-2)

*Endangered Species Act*: legislation enacted to ensure the survival of endangered plant and animal species; habitats critical to their survival may be protected, too (3-1)

*evaporation*: changing from a liquid state to a gaseous state (2-3)

*evolution*: the process of change in the traits of organisms or populations over time (1-2, 1-4)

*extinct*: a species that no longer exists (2-2)

*family*: a taxonomic category that ranks below order and above genus (1-2)

*fragmentation*: the breaking up of large habitats into smaller, isolated chunks (3-3)

*fungi*: organisms that use living or dead organisms as food by breaking them down and then absorbing the substances into their cells (1-2)

*gall*: an abnormal swelling of plant tissue caused by insects, microorganisms or injury (1-3)

*gene*: a segment of DNA that includes the coded information in an organism's cells that makes each species and individual unique (1-1, 1-4)

*genetic diversity*: the genetic variation present in a population or species (1-4)

*genus*: a taxonomic category that ranks below family and above species (1-2)

*ground-truthing*: the process of going to an area to verify information; gives scientists a firsthand look at areas they're interested in and can help guide further studies (1-3)

*habitat*: the area where an organism lives and finds the nutrients, water, sunlight, shelter, living space and other essentials that it needs to survive (3-1, 3-3)

*habitat loss*: the destruction, degradation and fragmentation of habitats; primary cause of biodiversity loss (3-2)

*heavy metals*: natural metallic elements including cadmium, copper, lead and zinc; can be toxic to some organisms (2-3)

*immigration*: to move into an area (3-3)

*impurity*: a contaminant or pollutant (2-3)

*inherit*: to receive genetically from an ancestor (1-4)

*introduced species*: an organism that has been brought into an area where it does not occur naturally (3-1, 3-2)

*invasive species*: an organism that has been brought into or spread into an area where it did not occur naturally and whose introduction causes or is likely to cause damage to the environment, economy and/or human health (4-1)



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### Vocabulary (continued)

*kingdom*: one of the main taxonomic divisions into which natural organisms and objects are classified (1-2)

*legislation*: the act of making laws; a proposed or enacted law or group of laws (4-1)

*lichen*: a fungus and an alga or blue-green bacterium growing together in a mutually beneficial relationship often seen as crustlike scaly or branched growths on soil, rocks or tree bark (4-1)

*migration*: the movement of animals in response to seasonal changes or changes in the food supply (1-1, 1-3)

*mineral*: a natural inorganic substance with a definite, uniform chemical composition and characteristic crystalline structure, color and hardness (2-3)

*native species*: a species that occurs naturally in an area or habitat (1-3)

*noxious*: harmful to health (1-3)

*nucleus*: complex structure in some cells that contains the cell's hereditary material and that controls metabolism, growth and reproduction (1-4)

*order*: a taxonomic category that ranks below class and above family (1-2)

*organism*: a living thing (1-2)

*over-consumption*: the use of resources at a rate that exceeds the ability of natural processes to replace them (3-2)

*pesticide*: chemical that inhibits or kills the growth of organisms that people consider undesirable (2-3)

*photosynthesis*: the process by which green plants, algae and other organisms that contain chlorophyll use sunlight to produce carbohydrates (food) (2-3)

*phylum*: a taxonomic category that ranks below kingdom and above class (1-2)

*pollination*: the process by which pollen is transferred from the male part of a flower to the female part of the same or a different flower (2-2, 4-1)

*population*: all the individuals of one species in one place at one time (1-4)

*precipitation*: water droplets or ice particles condensed from the atmosphere and heavy enough to fall to earth's surface, such as rain or snow (1-3)

*racial justice*: equality among ethnic groups (4-1)

*range map*: graphic representation of the area in which a species lives (3-1)

*rapid assessment*: a quick scientific survey or count that helps measure local biodiversity (1-3)

*recycling*: to extract useful materials from; to extract and reuse; to use again or reprocess to use again (4-1)

*sampling*: studying a small portion of the total then using mathematics to extrapolate the findings to the larger whole (1-3)

*sediment*: material that settles to the bottom of a liquid (2-3)

*smart growth*: using new methods of building and rebuilding neighborhoods and incorporating long-term planning practices to protect the area's natural resources (4-1)

*species*: a group of organisms that have a unique set of characteristics that distinguishes them from other organisms; the basic unit of biological classification (1-1, 1-2, 1-4)



## Appendices

### Vocabulary (continued)

*stewardship*: the management of natural resources (4-1)

*sustainable*: capable of existing or being maintained (4-1)

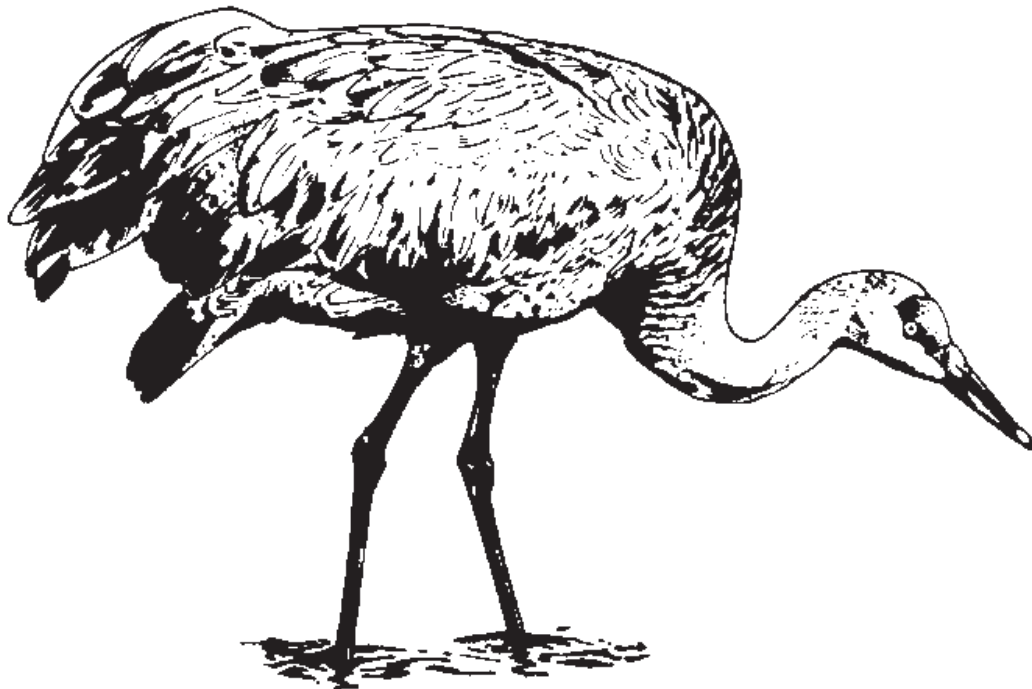
*taxonomy*: the process and study of classifying organisms (1-2)

*toxic substance*: one that is harmful, destructive or deadly (2-3)

*trait*: a genetic feature or characteristic, such as hair color or blood type, that may be passed on from one generation to the next (1-4)

*transpiration*: the process of giving off water vapor and other products through the stomata of plants (2-3)

*wetland*: area that, at least periodically, has waterlogged soils or is covered with a relatively shallow layer of water (2-3)





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### Scientific Names

The scientific name is the official name for each organism. A scientific name is assigned after careful research. It is made up of two parts, the genus name (written first) followed by the species name. Your scientific name is *Homo sapiens*. Sometimes a third part, the subspecies name, is also used. The name is always in Latin because when this naming process started, most people everywhere knew Latin. The scientific name is underlined or in italics when written. Often a scientific name tells you something about the species or someone who studied it. Scientific names help scientists to study organisms, especially when working with other scientists.

The common and scientific names for most species discussed in this guide are listed below. Those species referred to in general terms will not be found in this list.

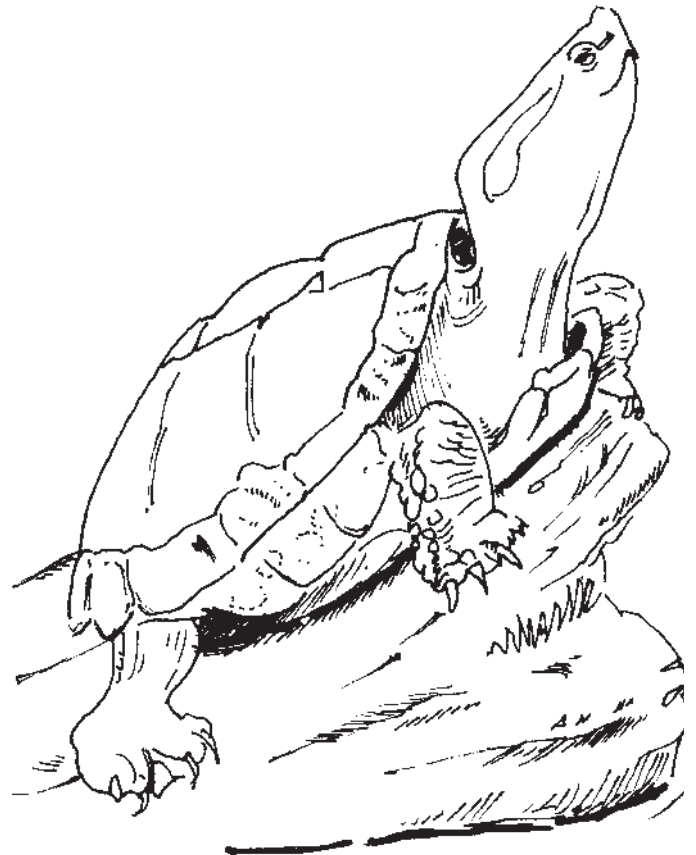
almond <i>Prunus dulcis</i>	eastern gray squirrel <i>Sciurus carolinensis</i>
American bison <i>Bison bison</i>	eastern prairie fringed orchid <i>Platanthera leucophaea</i>
American woodcock <i>Scolopax minor</i>	eastern sand darter <i>Ammocrypta pellucidum</i>
antlion <i>Myrmeleo spp.</i>	elk <i>Cervus elaphus</i>
apple <i>Malus pumila</i>	firefly <i>Photinus pyralis</i>
avocado <i>Persea americana</i>	geranium <i>Geranium spp.</i>
bald eagle <i>Haliaeetus leucocephalus</i>	giant panda <i>Ailuropoda melanoleuca</i>
baldcypress <i>Taxodium distichum</i>	ginseng <i>Panax quinquefolius</i>
blackpoll warbler <i>Dendroica striata</i>	gray fox <i>Urocyon cinereoargenteus</i>
bloodroot <i>Sanguinaria canadensis</i>	gray wolf <i>Canis lupus</i>
blue cheese fungus <i>Penicillium roqueforti</i>	greater prairie-chicken <i>Tympanuchus cupido</i>
blueberry <i>Vaccinium spp.</i>	hellbender <i>Cryptobranchus alleganiensis</i>
bobcat <i>Lynx rufus</i>	Hine's emerald dragonfly <i>Somatochlora hineana</i>
brown-headed cowbird <i>Molothrus ater</i>	hoary elfin butterfly <i>Incisalia polios</i>
California kingsnake <i>Lampropeltis getula californiae</i>	honey bee <i>Apis mellifera</i>
cantaloupe <i>Cucumis melo</i>	house sparrow <i>Passer domesticus</i>
Carolina parakeet <i>Conuropsis carolinensis</i>	human <i>Homo sapiens</i>
cat <i>Felis catus</i>	ichneumon wasp Family Ichneumonidae
celery <i>Apium graveolens</i>	jackal <i>Canis aureus</i>
cheetah <i>Acinonyx jubatus</i>	kudzu-vine <i>Pueraria lobata</i>
cherry <i>Prunus spp.</i>	lion <i>Panthera leo</i>
corn <i>Zea mays</i>	little brown bat <i>Myotis lucifugus</i>
cougar <i>Puma concolor</i>	lynx <i>Lynx canadensis</i>
coyote <i>Canis latrans</i>	masked shrew <i>Sorex cinereus</i>
cranberry <i>Vaccinium macrocarpon</i>	mayapple <i>Podophyllum peltatum</i>
cucumber <i>Cucumis sativus</i>	mite <i>Demodex brevis</i>
dog <i>Canis familiaris</i>	mite <i>Demodex folliculorum</i>
downy serviceberry <i>Amelanchier arborea</i>	monarch <i>Danaus plexippus</i>



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### Scientific Names (continued)

- mud snake (hoop snake) *Farancia abacura*  
multiflora rose *Rosa multiflora*  
North American river otter *Lontra canadensis*  
northern short-tailed shrew *Blarina brevicauda*  
osprey *Pandion haliaetus*  
ovenbird *Seiurus aurocapilla*  
paddlefish *Polyodon spathula*  
passenger pigeon *Ectopistes migratorius*  
pear *Pyrus communis*  
peregrine falcon *Falco peregrinus*  
pimpleback *Quadrula pustulosa*  
plum *Prunus spp.*  
poison ivy *Toxicodendron radicans*  
potato *Solanum tuberosum*  
purple coneflower *Echinacea purpurea*  
purple loosestrife *Lythrum salicaria*  
raccoon *Procyon lotor*  
red panda *Ailurus fulgens*  
red fox *Vulpes vulpes*  
red-tailed hawk *Buteo jamaicensis*  
ring-necked pheasant *Phasianus colchicus*  
ruby-throated hummingbird *Archilochus colubris*  
sea lamprey *Petromyzon marinus*  
soybean *Glycine max*  
spiny water flea *Bythotrephes cederstroemi*  
tiger *Panthera tigris*  
tomato hornworm *Manduca quinquemaculata*  
vampire bat *Desmodus rotundus*  
warthog *Phacochoerus africanus*  
watermelon *Citrullus lanatus*  
waterweed *Anacharis spp.* (also known as *Elodea spp.*)  
weasel *Mustela spp.*  
white lady's-slipper *Cypripedium acaule*  
white pine *Pinus strobus*  
white oak *Quercus alba*  
white-tailed deer *Odocoileus virginianus*  
wild turkey *Meleagris gallopavo*  
willow *Salix spp.*  
woodchuck *Marmota monax*  
yellow mud turtle *Kinosternon flavescens*  
yellow warbler *Dendroica petechia*  
yellow-headed blackbird *Xanthocephalus xanthocephalus*  
zebra mussel *Dreissena polymorpha*





## Appendices

# Conceptual Framework and Correlation to *Illinois Biodiversity Basics*

Because the issues surrounding biodiversity can be complex, the topic can be challenging to understand and to teach. The following Conceptual Framework is based on World Wildlife Fund's "A Biodiversity Education Framework" section in the *Windows on the Wild: Biodiversity Basics* educator's guide. The framework in *Windows on the Wild: Biodiversity Basics* is much more extensive than the one shown here and is a general framework for biodiversity education. You may want to reference "A Biodiversity Education Framework" to assist you in teaching about biodiversity.

In this Conceptual Framework you will find the biodiversity topic broken down into small components to help you see, and communicate the relationships among, the different levels of biodiversity, the ecological principles behind it and how we relate to it. We've also linked the concepts to the *Illinois Biodiversity Basics* activities that are designed to teach them. While no single activity can teach the concepts completely, each can contribute to your students' growing understanding. In each activity you will find a section titled "Links to *Illinois Biodiversity Basics* Conceptual Framework." The related conceptual framework topic(s) will be listed there. This section of the guide will explain the framework link in more detail. The concepts are organized under four themes, and the themes are arranged to build on one another, starting with the basic ecological foundation and expanding to include societal issues.

### What is Biodiversity?

The concepts within this theme provide students with a fundamental knowledge and appreciation of biodiversity. These concepts also help students understand the characteristics of living systems and the fact that the environment is made up of systems within larger systems.

Biological diversity, also called biodiversity, encompasses the variety of all life on earth, including life on land, in the oceans and in freshwater ecosystems, such as rivers and lakes. People often analyze biodiversity at many levels, ranging from large to small. The three most common

levels of analysis focus on ecological diversity, species diversity and genetic diversity. (Activity 1-1)

**Species diversity** describes the number and variety of species that live on earth. Species diversity can refer to the diversity within specific groups of organisms as well as the total diversity of organisms on earth and the relationships among them. (Activities 1-2, 1-3)

**Genetic diversity** refers to the variety of genetic information contained in the genes of individuals, species, populations within a species or evolutionary lineages. (Activity 1-4)

A group of organisms that is evolving separately from other groups is called a **species**. For organisms that reproduce sexually, a species can also be defined as organisms that interbreed only among themselves. (Activity 1-2)

Scientists use the terms **endangered, threatened and extinct** to describe the status of species. Endangered species are those species that are in immediate danger of becoming extinct. Threatened species are those whose numbers are low or declining and whose gene pool is becoming too small to ensure variation in offspring. A threatened species is not in immediate danger of extinction but is likely to become endangered if it isn't protected. Extinct species are no longer living. (Activities 3-1, 3-2)

### Why is Biodiversity Important?

Concepts in this section can help students investigate how biodiversity affects their lives and supports life on earth. Recognizing the importance of biodiversity increases students' awareness of why and how people's actions affect biodiversity, and why it's important to maintain and restore biodiversity.





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# Conceptual Framework and Correlation to *Illinois Biodiversity Basics*

Each level of biodiversity is essential to fundamental life processes (life support systems):

**Genetic diversity** within species allows species to adapt to changes in the environment over time.

**Species diversity** provides a variety of interactions that contribute to energy flow and nutrient cycling in ecosystems.

**Ecological diversity** provides habitat for different species, as well as essential services that maintain the biosphere, including water and air purification, microclimate control and soil formation and stability. (Activity 2-3)

The decision to protect biodiversity (or not to protect it) is the result of choices people make as families, community members, voters, consumers, employees, politicians and neighbors. These choices can reflect **values and beliefs**, knowledge of the issues and the consequence of a choice, a need to satisfy basic human needs or other factors. An understanding of biodiversity issues can help us predict future trends and determine the positive and negative effects of our choices and the values they reflect. (Activities 2-2, 4-1)

The ways different **cultures** around the world feel about and use the natural world are expressed through art, architecture, urban planning, music, language, literature, theater, dance, sports, religion and other aspects of their lives. (Activity 2-1)

**Human values** can be affected by a variety of factors, including wealth, health, religion, ecology and culture. These factors influence the development of lifestyles that may or may not be supportive of maintaining biodiversity. (Activity 4-1)

### What's the Status of Biodiversity?

Concepts in this theme can help students understand the status of biodiversity and why it is declining. By learning

about causes and consequences of biodiversity loss, students will be able to participate in actions to maintain biodiversity in the future.

The **five major causes of biodiversity decline** are human population growth; loss, degradation and fragmentation of habitat; introduced species; over-consumption of natural resources; and pollution. (Activity 3-2)

The **loss, degradation and fragmentation of habitats**, such as forests and wetlands, is the single most important factor behind species extinction. This large-scale loss is the result of human population growth, pollution and unsustainable consumption patterns. (Activity 3-3)

### How Can We Protect Biodiversity?

Concepts in this section help students identify ways to ensure that adequate biodiversity will be maintained for future generations. For students to willingly and effectively take action to protect biodiversity, they must have a thorough understanding and appreciation of what biodiversity is, why it's important, why we're losing it and what people can do to help maintain and conserve it. Students also begin to understand that ecological integrity, social equity and economic prosperity are connected and are important components of a sustainable society.

Because issues related to biodiversity are complex and require the synthesis of information gathered by investigators in different fields, biodiversity research involves professionals with backgrounds in science, sociology, demographics, technology, planning, history, anthropology, mathematics, geography and other disciplines. (Activity 4-2)

All sectors of society influence biodiversity to some extent and can work to protect biodiversity through policy initiatives, media campaigns, corporate mission statements and other public activities. (Activity 4-2)



## Appendices

# Cross-Reference and Planning Charts

**Goal:** To introduce students in grades six through eight to local biodiversity concepts, issues and conservation.

**Objectives:** As a result of participating in the unit activities, students will: 1) possess a basic understanding of biological, species and genetic diversity; 2) be able to explain the role biodiversity plays in ecosystem stability and health; 3) be able to report on its current status; and 4) know strategies to employ for its conservation and preservation.

### Section 1: What is Biodiversity?

<b>Activity</b>	<b>At a Glance</b>	<b>Conceptual Framework Links</b>	<b>Correlation to Common Core Standards and Next Generation Science Standards</b>
Activity 1-1: What's Your Biodiversity IQ?	Take a "gee-whiz quiz" to find out how much you know about biodiversity, especially in Illinois.	biological diversity	English language arts: Writing Standards for Literacy in Science, Production and Distribution of Writing, 4  science: MS-LS2-5
Activity 1-2: Sizing Up Species	Classify organisms using a classification flow chart, play a team game to find out how many species may exist within different groups of organisms, and make a graph to illustrate the relative abundance of living things.	species diversity, species	science: MS-LS2-5
Activity 1-3: Backyard BioBlitz	Answer an ecoregional survey, then take a firsthand look at biodiversity in your community.	species diversity	English language arts: Writing Standards for Literacy in Science, Production and Distribution of Writing, 4  science: MS-LS2-5
Activity 1-4: The Gene Scene	Play several different games that introduce genetic diversity and highlight why it's important within populations.	genetic diversity	science: MS-LS4-4, HS-LS4-3



## Appendices

### Cross-Reference and Planning Charts (continued)

## Section 2: Why is Biodiversity Important?

<b>Activity</b>	<b>At a Glance</b>	<b>Conceptual Framework Links</b>	<b>Correlation to Common Core Standards and Next Generation Science Standards</b>
Activity 2-1: The Nature of Poetry	Read and discuss several poems related to biodiversity then write original biodiversity poetry.	cultures	English language arts: Writing Standards for Literacy in Science, Range of Writing, 10
Activity 2-2: The Spice of Life	Explore beliefs and values about why biodiversity is important and why it should be protected.	values and beliefs	English language arts: Writing Standards for Literacy in Science, Production and Distribution of Writing, 4 science: MS-LS2-5
Activity 2-3: Secret Services	Perform simulations that demonstrate some of the important ecosystem services that biodiversity provides.	genetic/species/ecological diversity	science: MS-LS2-5



## Appendices

### Cross-Reference and Planning Charts (continued)

#### Section 3: What's the Status of Biodiversity?

Activity	At a Glance	Conceptual Framework Links	Correlation to Common Core Standards and Next Generation Science Standards
Activity 3-1: Endangered Species Gallery Walk	Conduct research to create a poster about an endangered species in the state of Illinois and then take a walk through a poster “gallery” to find out more about threatened /endangered species around the state.	endangered, threatened and extinct	English language arts: Writing Standards for Literacy in Science, Production and Distribution of Writing, 4; Research to Build and Present Knowledge, 8, 9  science: MS-LS1-4, MS-LS1-5, MS-LS2-1, MS-LS2-4
Activity 3-2: The Case of the Greater Prairie-chicken	Work in small groups to discover how the greater prairie-chicken’s decline is tied to the major causes of biodiversity loss in Illinois and discuss what people are doing to help protect the greater prairie-chicken.	the five major causes of biodiversity decline; endangered/threatened and extinct	English language arts: Writing Standards for Literacy in Science, Production and Distribution of Writing, 4; Research to Build and Present Knowledge, 8, 9; Range of Writing, 10  science: MS-LS1-4, MS-LS1-5, MS-LS2-1, MS-LS2-4, MS-LS4-5, MS-LS4-6, HS-LS4-4
Activity 3-3: Space for Species	Play an outdoor game, conduct a survey of plant diversity and analyze research to explore the relationship between habitat size and biodiversity.	loss, degradation and fragmentation of habitats	English language arts: Writing Standards for Literacy in Science, Production and Distribution of Writing, 4; Research to Build and Present Knowledge, 8  science: MS-LS2-1, MS-LS2-4, MS-LS2-5



## Appendices

### Cross-Reference and Planning Charts (continued)

#### Section 4: How Can We Protect Biodiversity?

Activity	At a Glance	Conceptual Framework Links	Correlation to Common Core Standards and Next Generation Science Standards
Activity 4-1: Future Worlds	Build a pyramid to reflect personal priorities for the future. Investigate the way humans affect the natural world and discover how people are working to protect the environment and improve the quality of life in Illinois and on earth.	human values; values and beliefs	English language arts: Writing Standards for Literacy in Science, Production and Distribution of Writing, 4; Research to Build and Present Knowledge, 8; Range of Writing, 10
Activity 4-2: Career Moves	Conduct interviews of people in your community who have biodiversity-related professions.	study of biodiversity is interdisciplinary; all sectors of society	English language arts: Research to Build and Present Knowledge, 8, 9; Range of Writing, 10



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# Correlation to Common Core Standards and Next Generation Science Standards

For each subject area, the standard is followed by the activity which could help students to achieve it.

### **English language arts**

Writing Standards for Literacy in Science, Production and Distribution of Writing, 4 (1-1, 1-3, 2-2, 3-1, 3-2, 3-3, 4-1)

Research to Build and Present Knowledge, 8 (3-1, 3-2, 3-3, 4-1, 4-2)

Research to Build and Present Knowledge, 9 (3-1, 3-2, 4-2)

English language arts: Writing Standards for Literacy in Science, Range of Writing, 10 (2-1, 3-2, 4-1, 4-2)

### **science**

MS-LS1-4 (3-1, 3-2)

MS-LS1-5 (3-1, 3-2)

MS-LS2-1 (3-1, 3-2, 3-3)

MS-LS2-4 (3-1, 3-2, 3-3)

MS-LS2-5 (1-1, 1-2, 1-3, 2-2, 2-3, 3-3)

MS-LS4-4 (1-4)

MS-LS4-5 (3-2)

MS-LS4-6 (3-2)

HS-LS4-3 (1-4)

HS-LS4-4 (3-2)



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### Correlation to Subject Areas

	English language arts	science
What's Your Biodiversity IQ? (Activity 1-1)	x	x
Sizing Up Species (Activity 1-2)		x
Backyard BioBlitz (Activity 1-3)	x	x
The Gene Scene (Activity 1-4)		x
The Nature of Poetry (Activity 2-1)	x	
The Spice of Life (Activity 2-2)	x	x
Secret Services (Activity 2-3)		x
Endangered Species Gallery Walk (Activity 3-1)	x	x
The Case of the Greater Prairie-chicken (Activity 3-2)	x	x
Space for Species (Activity 3-3)	x	x
Future Worlds (Activity 4-1)	x	
Career Moves (Activity 4-2)	x	



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### Correlation to Skills

	gather	organize	analyze	interpret	apply	evaluate	present	develop citizenship skills
What's Your Biodiversity IQ? (Activity 1-1)			x	x	x			
Sizing Up Species (Activity 1-2)		x	x	x				
Backyard BioBlitz (Activity 1-3)	x	x	x					
The Gene Scene (Activity 1-4)	x		x	x				
The Nature of Poetry (Activity 2-1)	x		x				x	
The Spice of Life (Activity 2-2)		x	x				x	x
Secret Services (Activity 2-3)		x		x			x	x
Endangered Species Gallery Walk (Activity 3-1)	x		x	x	x		x	
The Case of the Greater Prairie-chicken (Activity 3-2)	x		x		x			
Space for Species (Activity 3-3)	x	x	x	x	x			x
Future Worlds (Activity 4-1)	x	x	x	x			x	x
Career Moves (Activity 4-2)	x		x	x			x	





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### Correlation to Time Required

	one class period	two class periods	three or more class periods
What's Your Biodiversity IQ? (Activity 1-1)	<b>x</b>		
Sizing Up Species (Activity 1-2)		<b>x</b>	
Backyard BioBlitz (Activity 1-3)		<b>x</b> (Part II)	<b>x</b> (Part I)
The Gene Scene (Activity 1-4)			<b>x</b>
The Nature of Poetry (Activity 2-1)		<b>x</b>	
The Spice of Life (Activity 2-2)	<b>x</b>		
Secret Services (Activity 2-3)		<b>x</b>	
Endangered Species Gallery Walk (Activity 3-1)			<b>x</b>
The Case of the Greater Prairie-chicken (Activity 3-2)		<b>x</b>	
Space for Species (Activity 3-3)	<b>x</b> (Part I)	<b>x</b> (Part II)	
Future Worlds (Activity 4-1)		<b>x</b>	
Career Moves (Activity 4-2)		<b>x</b>	



## Appendices Resources

The following organizations worked in partnership to produce *Illinois Biodiversity Basics*. Although these groups are not the only sources for biodiversity materials, they can provide you with basic information and educational tools to assist you in implementing this activity guide.

### Chicago Wilderness

Education and Communication Team  
773-755-5100 x 5016  
<http://www.chicagowilderness.org>

Chicago Wilderness is a regional nature reserve of globally significant rare natural communities in an area encompassing southeastern Wisconsin, the six-county Chicago region and northwestern Indiana. Chicago Wilderness is also a partnership of more than 150 public and private organizations whose goals are to protect, restore and manage these lands. The Education Team of Chicago Wilderness works to increase and diversify public participation in and the understanding of the region's biodiversity by developing collaborative education programs, events and professional development opportunities. They disseminate existing and newly developed educational materials/programs/information through training and appropriate channels. Educators may access many biodiversity teaching tools through Chicago Wilderness.

### Illinois Department of Natural Resources

Division of Education  
One Natural Resources Way  
Springfield, IL 62702-1271  
217-524-4126  
<http://www.dnr.illinois.gov/education>  
[dnr.teachkids@illinois.gov](mailto:dnr.teachkids@illinois.gov)

The Illinois Department of Natural Resources' Division of Education is responsible for the development and dissemination of educational materials and programs and for training in their use. The Division works closely with

educators, state agencies and other groups to ensure that environmental education goals are being met. The Division of Education develops and distributes a variety of biodiversity and other environmental education materials. All materials are developed with learning standards as their foundation.

### World Wildlife Fund

1250 24th Street, NW  
Washington, DC 20037  
<http://www.worldwildlife.org>

Working with partners around the world, World Wildlife Fund (WWF) developed a Biodiversity Education Framework to help guide people in life-long learning about biodiversity, sustainability and conservation. The core of their *Windows on the Wild (WOW)* program is a series of middle school modules on key topics related to biodiversity, including *Biodiversity Basics*, *Wildlife for Sale*, *Marine Biodiversity* and *Building Better Communities*. Each module contains background information, resource ideas and unit plans for the educator, as well as creative and challenging interdisciplinary activities for students. *WOW* curriculum materials are designed to help students explore the social, political, scientific, economic and ethical issues surrounding biodiversity and to give them the knowledge and skills they need to build a more sustainable future. If you are interested in more biodiversity information, you may want to obtain a copy of the educator and student guides for *Windows on the Wild: Biodiversity Basics* and/or other materials from WWF.



## Appendices Credits

The following people were instrumental in adapting *Illinois Biodiversity Basics* from World Wildlife Fund's *Windows on the Wild: Biodiversity Basics*. Their dedication made this publication possible.

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## Appendices

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horseshoe crab	27	19	dog
ladybird beetle	33	20	squirrel
mallard	129	22	ruby-throated hummingbird
mayfly	127	24	northern water snake
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		27	barnacles
		27	amphipod
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		27	tick
		27	spider
		27	scorpion
		29	channel catfish
		32	hooded merganser
		33	ladybird beetle
		34	morel
		36	pin oak
		37	coyote (tracks)
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		39	pitcher plant
		39	monarch butterfly
		47, 48, 51	white-tailed deer
		63	American mink
		66	cicada
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		89	mussel
		90	elk
		92, 96	greater prairie-chicken
		101	fox
		112	broadleaf arrowhead
		127	mayfly
		129	mallard
		132	sunflower
		141	fern
		148	sandhill crane
		150	snapping turtle