Ball State University
Field Station and Environmental Education Center
Lesson Plan: Who Lives in Indiana?

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Lesson Title:	Who Lives in Indiana?
Topic/Unit:	Ecology; Life Sciences
Context	
Grade Level:	5th grade; Science/Biology
Anticipated Timeline:	Minimum of 1 – 2 days
Learning Goals and Assessments	
Phenomenon or Problem:	Science happens both near and far, and this lesson focuses on honing identification skills for wildlife species close to home. This lesson can be conducted in class or through distance learning, using technology to observe and document wildlife in local Muncie Indiana, and assisting real-life scientists in identifying wildlife captured on camera in Chicago.
Essential Questions:	• What are some common Indiana animals? • Can we organize and classify animals and plants based on their relationships with one another?

	Learning Outcomes Successful learners will…	Assessments
Objectives:	• Identify common Indiana animals by common name. • Classify common Indiana organisms into categories based on their intraspecific relationships: producer, consumer, decomposer, predator, and prey.	• Completion of identification tables • Completion of relationship table • Completion of citizen science research

Relevant State Learning Standards:	• 5.LS.2 Observe and classify common Indiana organisms as producers, consumers, decomposers, or predator and prey based on their relationships and interactions with other organisms in their ecosystem.
Science and Engineering Process Standards (SEPS)	**Constructing explanations and designing solutions** in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories. • Construct an explanation that includes qualitative or quantitative relationships between variables that predict phenomena. (MS-LS2-2)
Disciplinary Core Ideas	**LS2.A: Interdependent Relationships in Ecosystems** Similarly, predatory interactions may reduce the number of organisms or eliminate whole populations of organisms. Mutually beneficial interactions, in contrast, may become so interdependent that each organism requires the other for survival. Although the species involved in these competitive, predatory, and mutually beneficial interactions vary across ecosystems, the patterns of interactions of organisms with their environments, both living and nonliving, are shared. (MS-LS2-2)
NGSS Crosscutting Concepts	Patterns can be used to identify cause and effect relationships. (MS-LS2-2)

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Learning Activities	Details		Materials, Supplies, Equipment
	Teacher Instructions	Student Handout Needed	
Video	Video can be shown to students prior to activities, or shown after attempted completion of first 2 activities, to provided structured inquiry. Topics covered in video: - Common animals of Indiana and the habitats they can be found in - Intraspecific relationships - Food webs and chains	NA	Computer and internet access
Activity 1: Identification Tables	Provide 4 tables to students to identify IN wildlife. Each table is for a different data set – forest photos, forest videos, wetland photos, wetland videos	Identification Tables	Tables to fill in – paper if in class, digital if distance learning
Activity 2: Relationship Table	Students can use video and internet research to fill in the table.	Relationship Table	Table worksheet – paper if in class, digital if distance learning; computer and internet access
Activity 3: Citizen Science	Individual or all-class activity (using projector). Set a minimum threshold of the number of photos your students should identify. If needed for records, a worksheet can be created for the students to have a record of the photos they analyzed.	Hone your Research Skills directions	Computer and internet access

Unit Overview