**Unit Essential Question:** *Why do species change over time and should we intervene?*

**Overall Unit – All Tasks**

* Unit 3, Task Cards Student Version, Lift-Off and Tasks 1 through 4
* Culminating Project Student Task Card
* Project Organizer
* Projector with Audio and/or interactive whiteboard (for video or images, whenever needed)

**Lift-Off Task (2 days)**

Per Student

* Task Card Student Version: Lift-Off
* Post-Its (Optional)
* Task Card Student Version: Culminating Project
* Project Organizer

Per Group

* Poster paper and markers

Whole Class

* Poster paper and markers
* \*See Instructions in task for other optional materials to use for the class concept map

**Task 1 (3-5 days)**

Per Student

* Task Card Student Version: Task 1
* Project Organizer
* Article Resource Card

Per Group

* Rock Sample Resource Cards (1-2 per group). Optional: laminate or put in sheet protectors

**Task 2 (4 days)**

Per Student

* Task Card Student Version: Task 2
* Project Organizer

Per Station

* Station Cards in sheet protectors for each station (2 per station – color preferable)

**Task 3 (3 days)**

Per Student

* Task Card Student Version: Task 3
* Project Organizer

Per Group

* 30 white paper squares (1”x1”)
* 30 black paper squares (1”x1”)
* 30 newspaper squares (1”x1”)
* 1 large newspaper, opened up
* Small box: shoebox, pencil box, etc.

**Task 4 (4-5 days)**

Per Student

* Task Card Student Version: Task 4
* Project Organizer

Per Group

* Markers or Colored Pencils
* Poster Paper

Whole Class (or Per Student)

* Hand-held devices, computers, or projector and speakers for video

**Culminating Project (6-8 days)**

Per Group: Think Tank Discussion

* Computers with internet capabilities for research
* Lined Paper or Index Cards

Per Student: Post-Discussion Report

* Blank Paper, print-outs of project template, or computer with word processing software
* Color pencils/pens

Optional Online Resources

* Article of Species Affected by Climate Change: <https://www.smithsonianmag.com/science-nature/ten-species-are-evolving-due-changing-climate-180953133/>
* TedEd Video of wildlife adapting to climate change: <https://www.youtube.com/watch?v=ZCKRjP_DMII> (Stop at 3:56)

**Unit 3 Pop-Out (3 days)**

Per Student

* Student Version: Unit 3 Pop-Out
* Zambia Scenario
* Designer Babies Article

Per Group

* Presentation materials: computers OR posters and markers

Whole Class

* Computer and Projector for video
* Four Corners Posters (See instructions in teacher guide)