

Selecting A Class Symbol Quiz

Your Name: _____

1. How do scientists classify animals? _____

2. How were the State Symbols for Arizona selected? _____

3. Name two Arizona animals from each group below:

Amphibian a. _____ b. _____

Bird a. _____ b. _____

Fish a. _____ b. _____

Mammal a. _____ b. _____

Reptile a. _____ b. _____

4. What is an invertebrate? _____

5. Give an example of an invertebrate. _____

6. Describe how a primary election is different from a general election. __

7. What is the purpose of a slogan? _____



Arizona Game and Fish
Department
Education Branch
2221 W. Greenway Road
Phoenix, AZ 85023
azgfd.gov

Selecting A Class
Symbol Quiz

Animal Classification

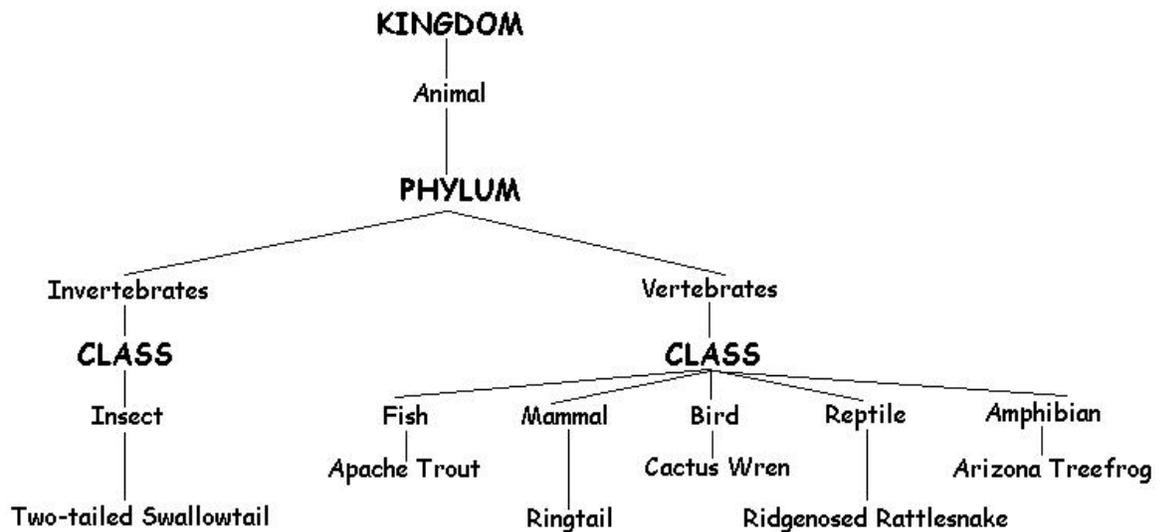
(Note to teacher: Most science textbooks have a detailed chart on animal classification. This is intended to be a supplement to that resource. Suggested vocabulary words are italicized.)

This is general information on the *classification* of animals. Animals are grouped according to characteristics they have in common and separated on the basis of their differences.

Biologists - scientists who study living things - classify living things into Kingdoms, two of which are the Plant Kingdom and the Animal Kingdom. The study of plants is called *botany*, and those who study plants are called botanists. The study of animals is called *zoology*, and those who study animals are known as zoologists. *Zoologists* use a classification system that divides the Animal Kingdom into smaller groups, called Phyla, based on similarities. Each phylum is divided further into Classes. These groups continue to be divided into smaller and smaller sections until only one animal, the species, is left by itself.

For simplification purposes, we are going to divide the Animal Kingdom into two different groups, Vertebrates and Invertebrates. *Vertebrates* are animals that have a backbone. *Invertebrates* don't have backbones. In reality, there are actually many more phyla than these two and even some smaller groups called subphyla, but you will learn about these later.

To make classification easier, we sometimes make a classification tree. This is a visual model of this process of breaking down the Kingdom into smaller groups. The classification of the animals used as Arizona's State Symbols would look something like this:



Notice that, in order to be included in a particular *Class*, the animal must meet all the requirements from the top of every group above it, *Kingdom* and *Phylum*.



Arizona Game and Fish
Department
Education Branch
2221 W. Greenway Road
Phoenix, AZ 85023
azgfd.gov

Who Lives in Arizona?

Below is a partial list of the different types of animals and plants that can be found in Arizona. Use the list to select a species to research.

AMPHIBIAN

Arizona toad
Canyon treefrog
Chiricahua leopard frog
Couch's spadefoot toad
Lowland burrowing treefrog
Lowland leopard frog
Ramsey Canyon leopard frog
Sonoran Desert toad
Sonoran tiger salamander
Western barking frog

FISH

Bonytail chub
Desert pupfish
Gila chub
Gila topminnow
Gila trout
Longfin dace
Razorback sucker
Speckled dace
Yaqui catfish
Yaqui chub

REPTILE

Chuckwalla
Coral snake
Desert iguana
Desert tortoise
Gila monster
Mojave rattlesnake
Rosy boa
Sonoran mountain kingsnake
Sonoran mud turtle
Western banded gecko

FLOWER

Brittlebush
Coulter's lupine
Creosote bush
Fairy duster
Filaree
Globe mallow
Hedgehog cactus blossom
Mexican gold poppy
Perry's penstemon
Wild heliotrope

BIRD

American kestrel
Anna's hummingbird
California condor
Gila woodpecker
Great blue heron
Great-horned owl
Mourning dove
Peregrine falcon
Red-tailed hawk
Turkey vulture

MAMMAL

Bighorn sheep
Black-footed ferret
Black-tailed jackrabbit
Coyote
Desert kangaroo rat
Javelina
Mexican gray wolf
Mountain lion
Pallid bat
Pronghorn

INVERTEBRATE

Ant lion
Bark scorpion
Black widow spider
Giant desert centipede
Jerusalem cricket
Pinacate beetle
Tarantula
Tarantula hawk
Trapdoor spider
Vinegaroon

TREE

Acacia
Alligator juniper
Apache pine
Arizona cypress
Arizona sycamore
Arizona white oak
Desert ironwood
Desert willow
Mesquite
Ponderosa pine



Arizona Game and Fish
Department
Education Branch
2221 W. Greenway Road
Phoenix, AZ 85023
azgfd.gov

Classroom Symbols

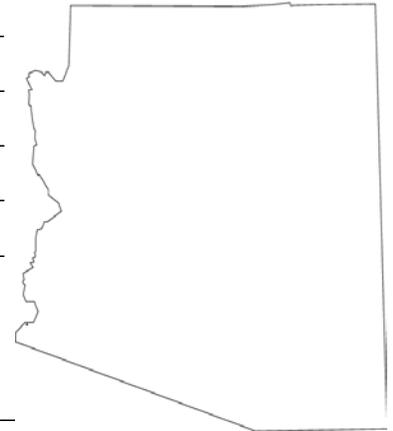
As a group, review the list of animals native to Arizona. Select one animal for each group member to research. Complete this sheet. On the back, write a short descriptive paragraph about your animal and attach a drawing or picture of the animal.

Your name: _____

Name of animal/plant: _____

Answer the following questions. Use these answers in your short report.

1. Name of animal _____
2. Any other names it might have _____
3. What it eats _____
4. Where it lives _____
5. What are its babies are called _____
6. On the map, draw or shade in the range where it is found.
7. Three other cool facts about the animal:
 - a. _____
 - b. _____
 - c. _____



8. Write down all important information about the sources you used:
 - _____
 - _____
 - _____

Checklist:

- ___ I have finished all questions on this paper.
- ___ I have found a picture or created a drawing of my animal/plant.
- ___ I have marked my animal/plant's range on the map.
- ___ I have researched my animal/plant. – Name all three sources.
- ___ *I have written a paragraph, including my details (from above) and explaining why my animal should be chosen.*
- ___ I have proofread my paragraph for clarity and correctness.

Student Performance Task Sheet

Electing Class Symbols

Performance Task

Your class is going to select animals that will become your official class symbols.

You will participate in a small group assigned to explore potential animal candidates. Your group will be assigned one of the classes in the Animal Kingdom. For example, you may be in the Fish Group. As a group, you will review a list of native Arizona wildlife and select one for each of you (as an individual) to investigate.

The Research

Once you have determined which animal you will research – it is time to get busy! You must use three sources for your investigation: One can be from the computer, and one must be from a book. Your third reference can be anything you would like. Follow the planning sheet and complete a paragraph about each animal.

Selecting the Candidates (The Primaries)

Once you have completed your research, it is time to share the information about your animal with your small group. After each of member of your group shares the information, it is time to choose two animals to promote to the whole class. In your group, vote on which **two** animals would be the best “candidates” to run in the election.

Campaign

Now you must divide into two smaller groups. Each group will launch a “campaign” for one of the two animals. Ideas for the campaign may include posters, bumper stickers, banners and signs. Each animal must have its own slogan. For example: “Vote for mole. He will really dig in for you.” In addition, you must prepare a speech that you can present in front of the whole class. Your speech should include five “talking points.” These should highlight the strengths or unique characteristics of your animal.

Here’s an example. A desert tortoise may have these points:

- Slow and steady – doesn’t make rash decisions
- Has a hard shell – to protect it
- Eats plants – so is a friend to all animals



Things to consider when campaigning for your animal:

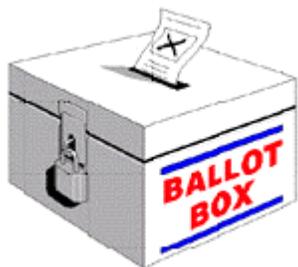
1. What is the best way to promote the animal?
2. What traits does the animal have that can be compared to those of the class? (For example: Free-tailed bats are active at night. This is not a good selling point because class is in session during the day.)
3. What do you like about the animal? Why might others agree?
4. What makes this animal special?

Debate

The campaign period will culminate in a debate. Pick one team member to speak on behalf of each animal. The entire class will watch the debate.

The Election:

Now your teacher will distribute the official ballot on which you will vote for your class symbols. Remember, just like the official *state* symbols of Arizona, you will select a *class* bird, reptile, amphibian, fish and mammal.



Your Responsibilities

In order to be successful with this activity, you have a number of responsibilities. These responsibilities include those that you as an individual need to do and those that your team, as a whole, will need to complete.

Individual Responsibilities

- Select and research an animal in your assigned category.
- Use the planning sheet to write a paragraph detailing why this should be the nominee for a class symbol. Include at least five specific details!
- Present your animal candidate to others in your small group.
- Work with your team to develop “campaign” materials and debate talking points.
- Serve as an audience member or presenter during the debates.



Team Responsibilities

- Offer team members constructive comments on their research.
- With other members of your focus group, choose two animals to nominate to the class as your class symbols. Explain your choice in a short paragraph.
- Develop a campaign, including speeches and promotional material, for two animals to run against each other in the class election.

Ballot to Elect Classroom Symbols

Please mark an X in the box next to the name of the animal you are voting for to become your class symbol.

Mammals:

1. _____

2. _____

Fish:

1. _____

2. _____

Birds:

1. _____

2. _____

Reptiles:

1. _____

2. _____

Amphibians:

1. _____

2. _____

