

# Selecting A Class Symbol

## 5 DAY FORECAST



### Day One:

Lesson 1: Introduce (living) state symbols of Arizona; create class teams; select individual research topic

### Day Two:

Lesson 2: Individual research (homework)

### Day Three:

Lesson 3: Group presentation and selection of wildlife candidates to nominate

### Day Four:

Lesson 4: Develop campaign materials, strategy and five “talking points”

### Day Five:

Lesson 5: Class debate and election of class symbols



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## Enduring Understandings:

1. Wildlife is a product of its habitat.
2. The diversity of wildlife in Arizona is unique and should be celebrated, respected and conserved.
3. All residents of Arizona interact directly and indirectly with wildlife.

## Core Questions:

- What process did the State of Arizona use to select our state symbols?
- What are the state symbols of Arizona?
- How are animals classified, and why are they grouped?
- Name one animal from each classification that is native to Arizona.

## Overview:

Elect a class symbol, modeling the election process.

## Objectives:

1. Identify Arizona’s state wildlife and plant symbols and learn when and how they were selected
2. Recognize how (vertebrate) animals are classified
3. Consider criteria for selection of a species for a class symbol
4. Practice appropriate techniques for researching information
5. Gather data and prepare an argument for promoting a species to become your class symbol
6. Develop a campaign strategy to promote a species for class symbol
7. Create “talking points” for each species being discussed
8. Compare and contrast candidate qualifications for a position.
9. Elect a new set of class symbols

## Resources:

- State Symbols PowerPoint
- Arizona Game and Fish Poster: “Arizona’s State Symbols”
- “Critters of Arizona” (1 per student)\*
- “Reptiles and Amphibians of Arizona” Booklet \*\*
- “Arizona’s Native Fish” Booklet
- Animal Classification Page
- Student Worksheets:
  - “Who lives in Arizona?”
  - Student Performance Task Sheet
  - Student Planning Sheet
- Ballot Form
- Art Supplies
- Research Materials

## Vocabulary

The following words will be defined at the end of the lesson:

BALLOT  
CAMPAIGN  
CANDIDATE  
CLASSIFICATION  
DEBATE  
ELECTION  
PRIMARY  
SLOGAN  
VERTEBRATE

- Arizona Game and Fish Poster: “Arizona’s Native Fish” (optional)
- Arizona Game and Fish Poster: “Rattlesnakes of Arizona” (optional)

## Lesson 1: “Arizona’s State Symbols”

Goal: Recognize diversity in Arizona’s wildlife

Objective: Identify Arizona’s state wildlife and plant symbols and learn when and how they were selected

Activity:

1. Present the media production available via the Arizona Game and Fish Web site at [azgfd.gov](http://azgfd.gov) (or CD available free from the Arizona Game and Fish Department education branch).
2. Students complete accompanying worksheets during and/or following this presentation.
3. Discuss how animals, specifically vertebrates, are classified (i.e., what makes a mammal a mammal?). **NOTE:** This activity focuses on five of the seven classes in the subphylum Vertebrate - fish, amphibians, reptiles, birds and mammals. (See attached animal classification reference sheet.)
4. Ask the students: If you could change one of these symbols, which would it be and why? They should write a short answer in their journals. Have students share their responses if time allows.

## Lesson 2: “The Proposal”

Goal: Research wildlife species in Arizona

Objective: Consider criteria for selection of a species for a class symbol

Activity:

1. Divide the class into five groups. Tell each group they are going to propose a new classroom symbol. Each group will research one of the classes of vertebrates:
  - Mammal – The “Critters of Arizona” pocket guide has 25 mammals.
  - Fish – Refer to the “Arizona’s Native Fish” poster or booklet.
  - Amphibian – Refer to “Reptiles and Amphibians of Arizona” booklets.
  - Reptile – Refer to “Reptiles and Amphibians of Arizona” booklets and “Rattlesnakes of Arizona” poster.
  - Bird – “Critters of Arizona” pocket guide has 25 birds.
  - *Teachers’ option:* You can expand into eight groups and add a classroom symbol for the flower, tree and invertebrate (butterfly).
2. Discuss these simple rules for selecting the class symbol:
  - Must be native to Arizona
  - Must be a species of wildlife (not domestic animals or pets)
  - Must fit the category (only birds in the birds group)
  - Cannot already be a symbol of Arizona
3. Give your groups the list of species native to Arizona (see student handout “Who lives in Arizona?”). Also hand out the Student Performance Task Sheet.
4. Each group identifies resources to use for researching their assigned species.



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## Lesson 3: “The Research”

Goal: Use a variety of resources to gather information

Objectives:

1. Practice appropriate techniques for researching information
2. Gather data and prepare an argument for promoting a species to become your class symbol

Activity:

1. Each student will select one animal from his or her “class” (i.e., mammal) to research. They will need to use at least three different types of reference sources in completing the Student Planning Sheet. At least one should be Internet-based; others may include a trade book, an Arizona Game and Fish Department or other wildlife agency publication, and/or other school library references.
2. Each student should complete the “Classroom Symbols” worksheet. Make sure that they do not forget to write a short descriptive paragraph about their species.
3. Following the research and written description, each student will present his/her animal to his small group. Each group will vote for two of the animals to be placed onto the ballot. (This is considered to be the election **primaries**.)

#### Lesson 4: “The Campaign”

Goal: Promote an idea, using rational and logical techniques

Objectives:

1. Develop a campaign strategy to promote a species for class symbol
2. Create “talking points” for each species being discussed

Activity:

1. Divide each group into two smaller groups that will develop a “campaign” for these two animals. Each group will work on a different animal. They will need to work on the visual promotions – banners, posters and signs – as well as the campaign speeches. Encourage the students to consider:
  - a creative slogan
  - campaign materials, such as posters for the classroom and/or bumper stickers (If you have the time and resources, this is a perfect way to use technology. Have students work on campaign ads or Web sites to promote the selection of the animals.)
2. While working on the campaign, the students are asked to consider:
  - What do you like about the animal? Why might others agree?
  - What traits does the animal have that can be compared to those of the class? (for example: free-tailed bats are active at night, so this is not a good selling point because class is in session during the day)
  - What is the best way to promote the animal?
  - What makes this animal special?
3. Groups must also prepare for a class debate. Each animal will have **one** representative to speak for it in the debate. In the students’ small groups, they should generate five “talking points” that will highlight the strengths or unique traits of the animal.

#### Lesson 5: “And the Winner Is...”

Goal: Model the election process in determining a set of class symbols

Objectives:

1. Compare and contrast candidate qualifications for a position
2. Elect a new set of class symbols



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### Activity:

1. Stage a debate between the candidates. Each group will present its two candidates that won in the primaries. The Mammal group will have its candidates present their speeches and talk about why each candidate should be elected, then the Fish group should go, etc.
2. After all the debates are over, pass out the “secret” ballots to the class. You can create a voting box or area. When all ballots are cast, select a group of “election officials” to tally votes. (Those officials can be teachers, parents or a small group of students. This is a perfect time to discuss the challenges with the United States election process.)
3. When election results are completed, present the class with its new slate of classroom symbols!

### Assessments

- Completion of State Symbols Graphic Organizer
- Student Planning Sheet with Research Paragraph and Picture
- Selecting a Class Symbol Quiz

### Vocabulary

Ballot:	a paper listing the choices in a vote
Campaign:	a series of actions performed to try to win an election
Candidate:	a person who is running for political office
Classification:	grouping objects based on similarities
Debate:	a formal discussion of two or more opposing views or people
Election:	a process in which people vote on an issue or candidate
Primary:	an election to decide who the candidates will be for the general election
Slogan:	a memorable phrase
Vertebrate:	an animal that has a backbone

\* One free copy of this publication will be provided to every 4<sup>th</sup> grade student whose classroom teacher registers with the education branch of the Arizona Game and Fish Department. Visit <http://www.azgfd.gov> for more details.

\*\* Can be downloaded from the Arizona Game and Fish Web site Resources section



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# 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? \_\_\_\_\_  
\_\_\_\_\_



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Selecting A Class  
Symbol Quiz

# Animal Classification

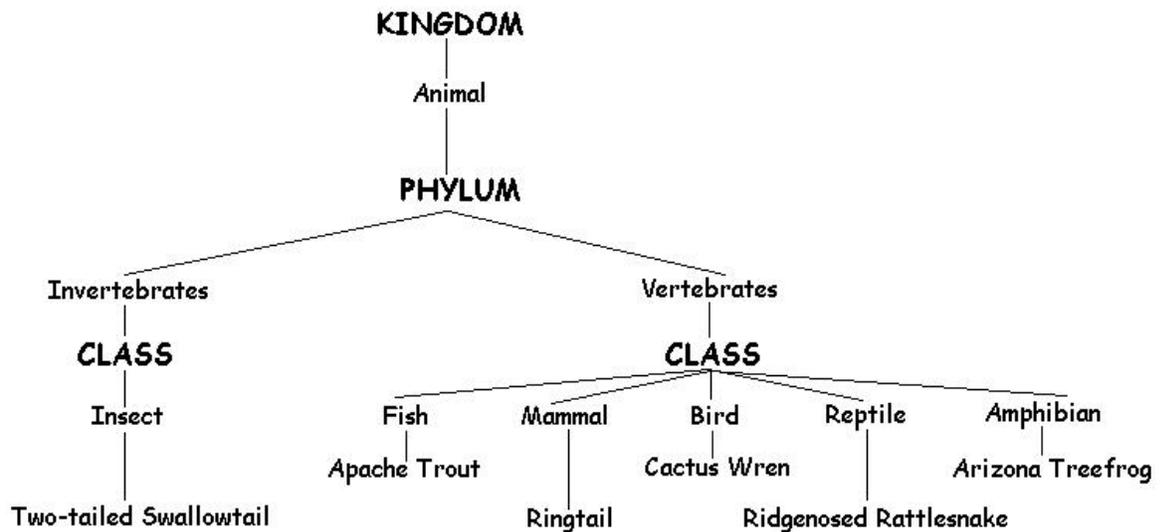
(Note to teacher: Most science textbooks have a detailed chart on animal classification. This is intended to be a supplement to that resource. Suggested vocabulary words are italicized.)

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*.



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# 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



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# 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:

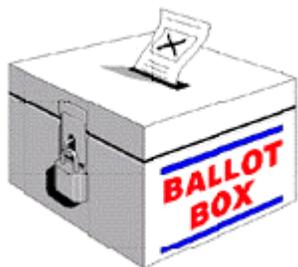
1. What is the best way to promote the animal?
2. What traits does the animal have that can be compared to those of the class? (For example: Free-tailed bats are active at night. This is not a good selling point because class is in session during the day.)
3. What do you like about the animal? Why might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

