

Lab 12 – Diversity of Life (Instructions)

Print pages 2 and 3 front/back of this document. Print one copy per student.

1. Name	2. Characteristics	3. Land 1	4. Land 2	5. Land 3	6. Evaluation
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Handout with the following explanation:

1. Invent an animal (*for each of the 6 boxes*)
2. Name each of the animals
3. Give each characteristics that are plausible (*possible*)
4. Include no magic powers (*for example*)
5. Evaluate each animal for survival in three “lands”

Read the first “land” to give an example ... do not read the second and third lands. Make them unknown.

Give ~20 minutes to complete steps 1-5. Have students complete their description with a sketch or drawing of each animal on the back of the page (*the blank squares*).

INDIVIDUALLY: Print and distribute the “lands” ... Have students individually assign their “*most likely to survive*” animal to each of the three lands.

IN GROUPS: Divide the class into groups – each group evaluates their “*best animal*” for that specific land (1, 2, or 3) to compete for being the “most likely to survive.”

AS CLASS: Debrief class. What was collectively discovered?

NAME	Circle Type
Size	Spider
Weight	Fish
Color(s)	Amphibian
Features ...	Reptile
-----	Bird
-----	Mammal
<p>What does this animal eat? When does this animal sleep? Predators include ...</p> <p>-----</p>	
<p>Avg. Life span _____ #Offspring / lifetime_____</p>	

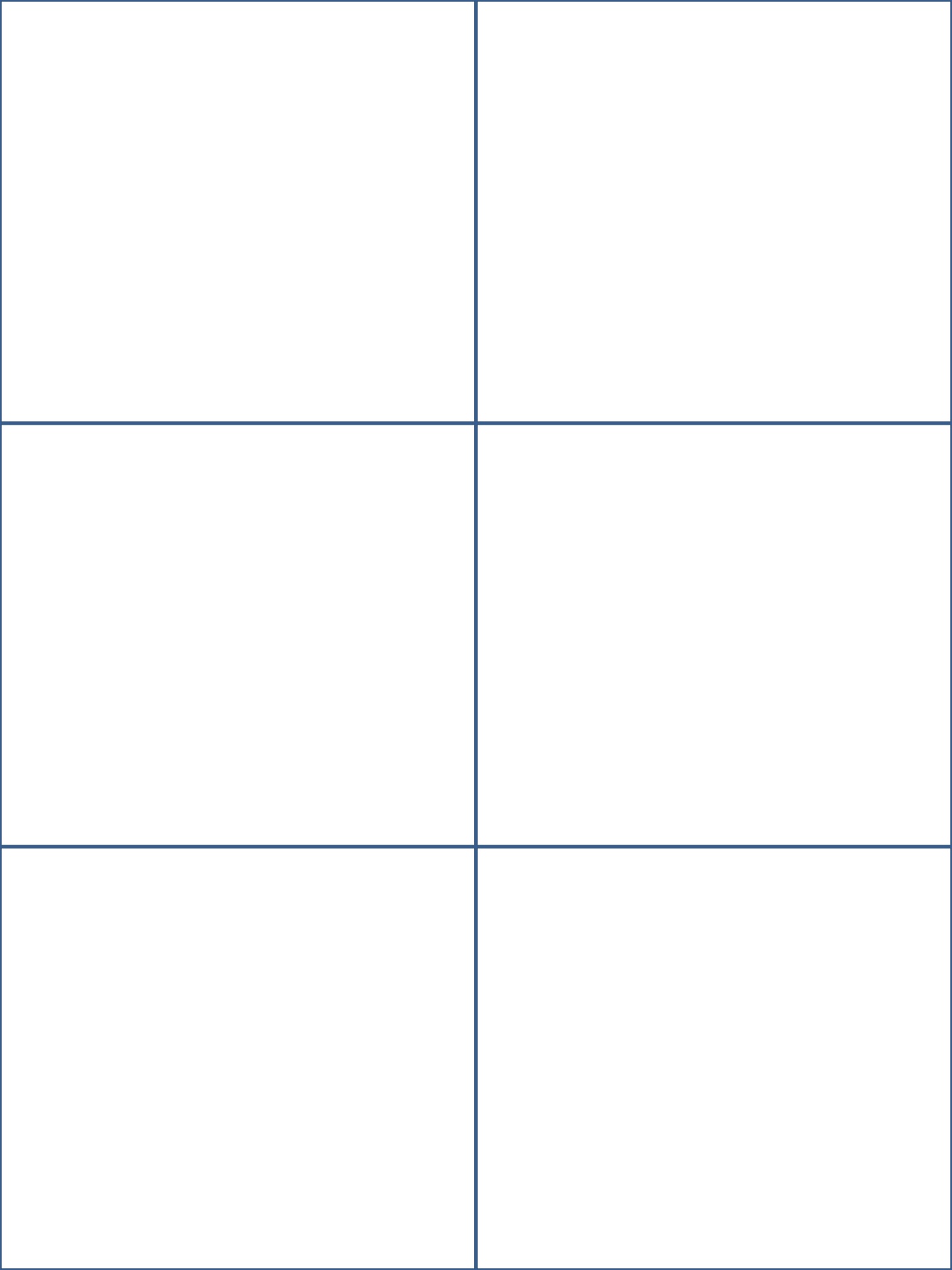
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Land 1

- Water is abundant (fresh and salt)
- Grass is abundant
- Few trees are present
- Weather is moderate
- Natural protection (shelter) is difficult to find, dig, or make

Land 2

- Fresh water is scarce during the summer
- Grass is abundant
- Many trees are present
- Weather is harsh during the summer
- Natural protection moderately available

Land 3

- Fresh water is abundant with a nearby ocean
- Grass is absent on the rocky soil
- Short, scrub trees thrive
- Weather is harsh during hurricane season, other times of the year are moderate
- Natural protection is available in some locations but not abundantly