



TALL TIMBERS | Fire Frequency and Biodiversity | STUDENT ACTIVITY SHEET

PROPERTY NAME | You pick

CLASS PERIOD # :

GUIDING QUESTION | What are we trying to find out?

NAME(S):

OUR CLAIM | After evaluating data from the species cards, lesson, and any background reading, answer your Guiding Question. Don't be afraid to revise your claim as you work on the evidence and reasoning sections. Remember, scientific knowledge is open to revision in light of new evidence.

OUR EVIDENCE | Use data from the species cards, lesson, and any background reading to develop evidence to support your claim. The table below can help you organize your data and present it as evidence. Shade the fire frequency that tends to support the habitat needs of each species. Bobwhite quail has been completed as an example.

Species	bobwhite quail								
	Bachman's sparrow								
	red-headed woodpecker								
	red-cockaded woodpecker								
	Sherman's fox squirrel								
	Florida black bear								
	gopher tortoise								
	Florida Pine Snake								
	southern magnolia								
	longleaf pine tree								
		1	2	3	5	10	20		

Evidence:

OUR REASONING | What scientific ideas, terms, theory, and/or laws help explain how your evidence supports your claim; tie the evidence to the claim? You can use your books & folder as resources.