#  Chapter 47

#### Learning Objectives:

* Understand what a corridor is and how it might be useful in protecting endangered species.
* Apply an array of scientific principles, including those from population, community, and ecosystem ecology and population genetics, to solve a problem in conservation biology.
* Gain greater understanding of techniques for censusing various species.
* Practice data interpretation.

**Directions:**

Distribute the “Do Corridors have Value in Conservation” case study to class ~1 week prior to in-class case study time. Have students get into groups of 3-4 students or assign students into groups of 3-4 students. Have students discuss the case study amongst their group. Each group submits a paper with their respective group’s answers to each of the questions.

You can also distribute the case study part by part so the case study work can encompass several weeks. Give students ~20-30 minutes per class to work on the respective part.

Or this case study can be distributed as the instructor sees fit.

Use this link to access the case study:

<http://sciencecases.lib.buffalo.edu/cs/collection/detail.asp?case_id=586&id=586>