



Wildlife Under Fire

Overview: By teaching their peers and reading real world accounts of animals affected by human activity, students will make tangible connections between the lives of both people and wild animals.

Procedure:

Introduction

Introduce the lesson's major themes of environmental issues such as pollution, habitat destruction, poaching, climate change and endangered species.

Habitat Destruction and Endangered Species

1. Write the following sentence on poster board, a power point presentation or white/chalk board: *Animals can be found living in almost every place on earth. A place an animal normally lives is called his or her _____.* There are many kinds, including jungles, rainforests, oceans, deserts and rivers. Ask students to complete the sentence. (Answer: Habitat)
2. Hand out the "Habitat Matching" worksheet and go over the instructions with the class. Go over answers as a class. (Answers: Ocean/River—Leatherback Sea Turtle and Shortnose Sturgeon; Shoreline—Black Rail and Northern Cricket Frog; Woodland/Forest—Gray Wolf and Peregrine Falcon)
3. Ask the class what all of the animals in the "Habitat Matching" worksheet have in common. (Answer: They are all endangered species)
4. Ask class to define "endangered species."



Objectives

Students will be able to...

- Identify ways to help endangered animals.
- List some of the causes and consequences of
 - Habitat destruction
 - Pollution
 - Poaching
 - Climate change
- Identify the various reasons why a species may become endangered.

Time Needed

45–60 minutes
1 class period

Materials

- "Habitat Matching" worksheet
- "Animals in Danger" worksheets (poaching, habitat destruction, climate change, and pollution stories)
- Markers
- Poster board paper

Insider Tips

- The Animals in Danger stories are fictional and based on real environmental concerns.
- When the student groups are writing their answers on the poster board, instruct them to write in complete sentences. This will help clarify their presentations to the rest of the class.
- To have a more local impact, you can create your own "Habitat Matching" worksheet using endangered species from your state or region.

Insider Tips (continued)**Classroom Teachers**

- When summarizing the “Animals in Danger” stories, consider using poster board or a PowerPoint or Keynote presentation to help students follow the various stories.
- Prior to the groups’ sharing out loud, model how best to present the information to the class.
- This activity aligns to Common Core Reading Standards 1 and 4; Speaking and Listening Standards 1, 2, and 4; and Writing Standard 2.

Outside Humane Educators

- When defining the term *endangered species*, the word *extinct* might be used. Make sure to also define the word *extinct* as some students might not know what this term means.
- To cut down on confusion and disagreements amongst group members, assign one student volunteer per group to read the story aloud to the rest of the group.

Resource Links**Habitat Destruction**

- <http://www.ifaw.org/united-states/our-work/education/under-one-sky>
- www.equalearth.org/naturalhabitatdestruction.html

Endangered Species

- www.nrdc.org
- www.fws.gov/endangered

Climate Change

- www.epa.gov/globalwarming/kids
- <http://climatekids.nasa.gov/big-questions/>
- <http://www.ifaw.org/united-states/node/6367>

Poaching

- <http://www.ifaw.org/united-states/resource-centre/criminal-nature-global-security-implications-illegal-wildlife-tra-0>
- www.savetherhino.org/
- www.humanesociety.org/issues/poaching/

Wildlife Under Fire (continued)

2. Once the groups have completed their poster boards, go through the following steps with each group:
 - Summarize group’s story for the rest of the class.
 - Ask the students to present their four answers to the class using the poster board.
 - Remind the class to fill in the Bonus Vocabulary when it appears in each group’s presentation.

Wrap Up:

1. Ask students what they learned today. Possible answers:
 - How to define endangered species, habitat destruction, pollution, climate change, and poaching.
 - Ways people try to solve problems facing wild animals and the environment.
 - Reasons why people destroy habitats or poach animals.
2. Ask students what they can do in their own lives to help prevent or curb environmental harms like habitat destruction, pollution, climate change, and poaching. Possible answers:
 - Write to companies and legislators.
 - Boycott products.
 - Recycle, reduce and reuse household goods.
 - Educate others on these topics.
 - Support organizations dedicated to solving these problems.



Habitat Matching Worksheet

Name: _____ Date: _____

Animals can be found living in almost any place on Earth. The place an animal normally lives is called his/her _____. There are many kinds, such as grass, in the soil, in ponds or rivers.

Directions: Draw a line between each animal and his or her home.



Northern Cricket Frog



Leatherback Sea Turtle



Black Rail



Gray Wolf



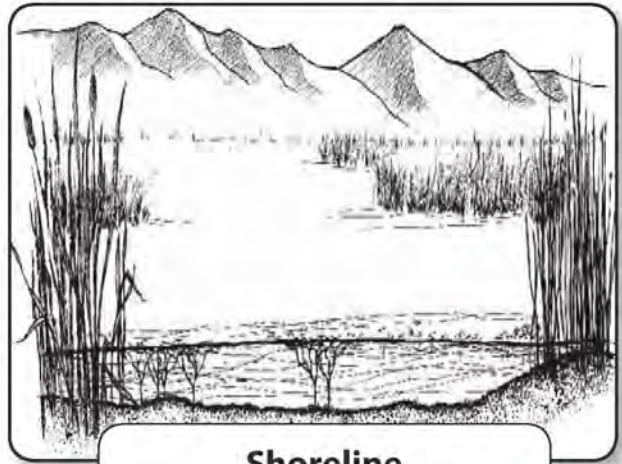
Peregrine Falcon



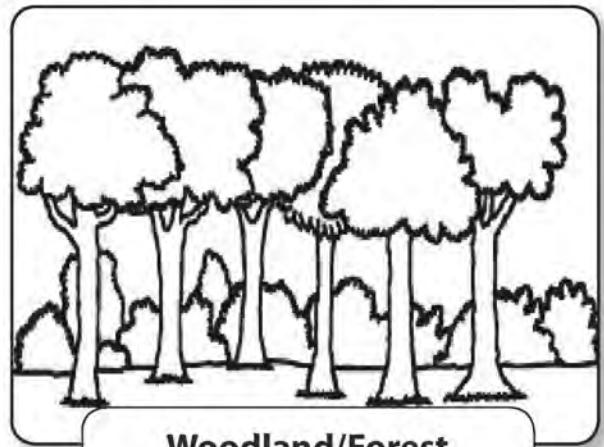
Shortnose Sturgeon



Ocean/River



Shoreline



Woodland/Forest

Animals in Danger: Polar Bears

Name: _____ Date: _____

Kodak and his mother live in the Arctic. They spend much of their time swimming from ice flow to ice flow in search of food. Each month getting from one ice flow to the next becomes harder for Kodak, who is still very young. Many ice flows have melted because of climate change and sometimes Kodak and his mother have to swim for many miles before they reach land, which is dangerous and tiring. The earth's temperature is rising and causing ice to melt, warmer oceans and more extreme storms. Climate change is caused by too many greenhouse gases being released into the atmosphere (air). These gases come from cars, planes, factories, household products and factory farming. Fortunately for Kodak and his mom, there are people trying to slow down climate change. People are cutting down on greenhouse gases by riding bikes instead of driving cars, using less electricity from factories, and not eating food from factory farms. With help from you and other people who care for Kodak and all polar bears, climate change can be stopped and the Arctic can be saved!



1. What is harming the Polar Bears? _____

2. What is climate change? _____

3. What causes climate change? _____

4. How are people trying to stop climate change? _____

Bonus Vocabulary

Habitat Destruction is _____
Pollution is _____
Poaching is _____

Animals in Danger: Tigers

Name: _____ Date: _____

Dhali and her two cubs live in the jungles of Indonesia. Dhali and her cubs are very special. They are three of only about 3,200 wild tigers left in the world. Tigers like Dhali have had almost all of their habitats destroyed by people. Dhali's habitat has been destroyed so that people could use the trees and land. Habitat destruction has been caused by some big paper companies cutting down most of the trees so they could make paper. Other companies clear the land so they can farm palm oil (used in food) and sell it overseas. For tigers, like Dhali, time is running out unless something can be done. People are trying to help. Around the world people are boycotting products with palm oil and only using recycled paper products as a way to say that they don't support the companies that are hurting the tigers.



1. What is harming the Tigers? _____

2. What is habitat destruction? _____

3. What causes habitat destruction? _____

4. How are people trying to stop habitat destruction? _____

Bonus Vocabulary

Climate Change is _____

Pollution is _____

Poaching is _____

Animals in Danger: Elephants

Name: _____

Date: _____

Princess, her sister Tilly, and the rest of her family and friends live in Africa. Since they are adult elephants, they are big and strong. Unfortunately the sisters and the other elephants also face a big problem: poaching. Poaching is when people illegally hunt and kill wild animals. The illegal hunters, called poachers, kill thousands of elephants every year so they can make money by selling the elephants' tusks. The tusks are made out of ivory and the ivory is used to make trinkets and jewelry. Many people buy these items because they think they are pretty and valuable without realizing that they are supporting the killing of elephants. People from around the world have joined together to try to protect the elephants. Groups like the International Fund for Animal Welfare (IFAW) provide equipment and training to help local park rangers and governments stop people from poaching. They also help people understand that they can help protect elephants by not buying ivory products.



1. What is harming the elephants? _____

2. What is poaching? _____

3. What causes poaching? _____

4. How are people trying to stop poaching? _____

Bonus Vocabulary

Habitat Destruction is _____

Pollution is _____

Climate Change is _____

Animals in Danger: Brown Pelicans

Name: _____ Date: _____

Sklya is a beautiful Brown Pelican who is very sad. Every year she flies down from her summer home in Canada to lay her eggs in Florida. The last two years Sklya and most of her friends have not hatched any chicks. Scientists believe that the birds are having a hard time having chicks because of the pollution. Pollution is when chemicals and other harmful materials get into the environment and cause problems for animals, people and the planet. The pollution that is hurting Sklya and the other Brown Pelicans comes from chemicals called pesticides that farmers are using to protect their crops from insects. These chemicals are making all the Brown Pelican's eggshells too thin and weak. Luckily, scientists have let the people know about what they found and some are trying to help. People are trying to stop the pollution by asking the farmers and companies to stop using harmful chemicals. Many families are also using household cleaning products that don't hurt the environment.



1. What is harming the Brown Pelicans? _____

2. What is pollution? _____

3. What causes pollution? _____

4. How are people trying to stop pollution? _____

Bonus Vocabulary

Habitat Destruction is _____

Climate Change is _____

Poaching is _____