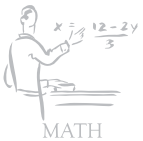
Zoo Habitat

After researching an animal, students really became involved in designing a zoo habitat that met the needs of the animal. Students began to realize the importance of the relationship between an animal and its habitat. They not only addressed the animal's needs, but also its 'comfort.' Students also learned about the important role played by zoos in animal conservation.

10
GRADE LEVEL


ARTS


LANGUAGE


MATH

Misc
MISCELLANEOUS


SCIENCE


HISTORY


SOCIAL STUDIES

2-3
WEEKS

$1000
TOTAL BUDGET

Curriculum/State Standard

Arkansas Science Frameworks: 4.1.25, 4.1.26, 4.1.27, and 4.1.28 from Strand 4: Life Science Systems. Content Standard: Students will explore, demonstrate, communicate, apply, and evaluate the knowledge of life systems.

Overview

After visiting a local zoo, students chose animals, researched the animals, and wrote a brief paper or fact sheet about their animals. Students designed and made a small scale habitat that met the needs of their animals, as if they were designing a zoo enclosure.

Objectives

- The student will explain functions, values, and problems associated with zoos.
- The student will distinguish between major taxonomic categories of animals
- The student will be familiar with the basic needs of animals.
- The student will further develop research skills.
- The student will enhance both oral and written presentation skills.

Continued on the back...

SHOPA
Foundation for Educational Excellence

Kids In Need
TEACHER GRANTS

THIS WINNING LESSON PLAN WAS SUBMITTED BY:

Jana Hudspeth
Nettleton High School
2616 Progress Drive, Jonesboro, AR 72417

"Zoo Habitat" project continued...

Materials

Materials to prepare fact sheets and bind them into a zoo book for the students include: computer disks; color printer cartridges; thick (67 lb) copy paper; comb binding machine; binding combs; binding covers.

Materials to prepare habitats include: empty paper boxes and lids (or similar size boxes); plastic animals; grass paper and/or sand paper; plastic plants; rocks and gravel (various sizes); popsicle sticks; spray paint (gray, blue, green, brown); blue Saran Wrap (makes excellent water); glue, glue sticks, tape; Styrofoam.

Animalopoly Games

Readiness Activity

Students had previously studied the various classes of vertebrate animals. They had begun a study of ecology. This activity helped them better understand and apply many ecological concepts. Students also participated in a field trip to the zoo. They were to pay particular attention to the animal habitats and how they met the needs of the animals.

Strategies/Activities

After visiting a zoo, students discussed in class the set up, functions, daily maintenance, and problems of zoos. They discussed the role of zoos in animal conservation and survival of endangered species. Students also discussed the specifics of the zoo habitats.

Each student selected one animal to research. They were given three days in the library to research their animals and prepare a one page (or close) fact sheet on their animals to include: common name, scientific name, physical description, habitat, food, range, reproduction, and a photograph. All reports were copied on thick paper, compiled in a book, and bound for each student.

Students also prepared zoo habitats for their animals in shallow boxes or box lids. The habitats were to meet the needs of the animals and were to contain shelter and a water supply. The displays were to have a placard with the common and scientific names, range, and a few facts about the animal.

Culminating Activity

The habitats were arranged in the school library similar to the way they would be presented in a zoo. The "zoo" was open all day for students from the high school and jr. high school to visit. Several classes took a "field trip" to the zoo that day.

Evaluation

Students were tested over vertebrate and ecological facts and concepts. Student fact sheets and habitats were also graded according to a scale presented to students at the beginning of the project. Students had several questions to answer on the trip to the zoo. These were also graded. Students also participated in a project evaluation at the end of the project.