

Lesson 13

Endangered Wildlife

How does endangered wildlife impact food chains and food webs in an ecosystem?
What are examples of endangered wildlife in Connecticut?
Why are wildlife endangered and what can be done to protect them?

GOAL To understand that habitat loss and other factors effect wildlife potentially resulting in a threatened or endangered species

OBJECTIVES Students will:

- ✓ research an endangered wildlife in Connecticut
- ✓ examine why it became endangered
- ✓ design a presentation
- ✓ create a food chain and a food web

MATERIALS paper, pencils, poster board or butcher block paper, crayons, markers

CORE CURRICULUM CONTENT STANDARDS

- Language Arts 2(1,2,4)
- Science 1(1,2,6), 5(1-3), 6(4), 8(3,6)
- Social Studies 9(1-3), 10(1,3,4) 11(1), 12(5)
- Arts 1(2), 4(1,2) 6(3)

VOCABULARY food chain, food web, habitat destruction

PROCEDURES

1. Discuss endangered species with students. Ask if they are familiar with any particular species. Inquire if they are familiar with any endangered animal that lives in Connecticut. Explain that one of the reasons animals become threatened or endangered is because of habitat destruction.
2. Discuss how animal habitats are destroyed. (*development, natural disasters*)
3. Break up students into smaller groups.
4. Instruct student groups to identify an endangered animal in Connecticut. Have students go to www.dep.state.ct.us/burnatr/wildlife/pdf.htm and choose an animal that is listed on the website.
5. Have student groups research information and answer questions that follow regarding the particular animal. List questions on board.
 - a. What are the habitat requirements of this endangered animal?
 - b. What are its physical features? (size, length, color, etc.)
 - c. What is the history of the animal in this region?
 - d. Why is it endangered?
 - e. What measures are being taken to reintroduce and protect this animal?
 - f. Is there any other interesting information about this animal?
 - g. In what region or habitats of Farmington River Watershed can this animal live?

6. Have students create a food chain and food web on the food requirement needs of the animal.
 - a. Have them write the name of the animal in the center of a poster board.
 - b. On a separate piece of paper, have students list a possible food chain with the endangered animal chosen.
 - c. Then, have students add to the list to create a food web. Have students connect words with arrows.
7. Have groups present all information to class.
8. Have students write a story from the animal's perspective about a "typical" day of the endangered wildlife chosen.

EXTENSIONS

1. Have students research laws surrounding endangered animals. Have them write letters supporting habitat restoration and protection to their representatives.
2. Have students go on a wildlife exploration. Have them choose an area to examine the wildlife and use binoculars to observe birds and other animals far away.
3. Have students write why diversity in the watershed is important to its health. Have students explain the term biodiversity.

GLOSSARY

food chain - a succession of organisms in an ecological community that constitutes a continuation of food energy from one organism to another as each consumes a lower member and in turn is preyed upon by a higher member

food web - a complex of interrelated food chains in an ecological community

habitat destruction - the area or environment where an organism or ecological community normally lives or occurs where the main cause of habitat destruction is the rise of human population; types of habitat destruction include complete loss of an area by wild species, degradation and fragmentation