



WHEN THE BORDER VANISHES

A Bird's Eye View

The National Wildlife Refuge System, managed by the U.S. Fish and Wildlife Service, is the world's premier system of public lands and waters set aside to conserve America's fish, wildlife, and plants. Since President Theodore Roosevelt designated Florida's Pelican Island as the first wildlife refuge in 1903, the system has grown to more than 150 million acres, 552 national wildlife refuges and other units of the refuge system, plus 37 wetland management districts.

Standard:

- III. People, Places, and Environment
- VI. Power, Authority, and Governance
- VIII. Science, Technology, and Society
- IX. Global Connections

Grade Level:

7-12

Objectives:

The student will:

- Increase knowledge of the United States Wildlife Refuge System
- Locate wildlife refuges in the United States
- Locate international wildlife reserves
- Investigate the habitat of wildlife in regions
- Be able to identify state's concerns regarding wildlife
- Be able to identify similarities and differences with regard to regions of the United States
- Analyze and synthesize information
- Understand wildlife protection as part of a civic duty

Time:

4-6 class periods

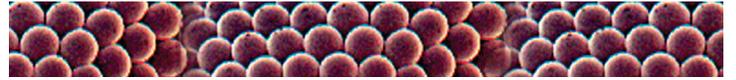
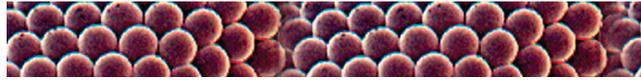
Materials:

Graphic Organizer: *A Bird's Eye View*
Map: *Regions of the United States*
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Game Cards: *The Fifty States* (cut up into individual slips)
Access to the internet for research
Pens, pencils
Newsprint
Markers

Procedures:

Depending upon teacher prerogative, students may be grouped into teams or pairs, or this may be done as an independent assignment.

1. Divide slips into two separate containers.
2. Have students choose one slip from each container.
3. Using the internet and the graphic organizer, students investigate what refuges are located in both states they have chosen.
4. When research has been completed, students then use the newsprint and markers to convey their findings.
5. Hang newsprint by region, such as "New England states."



6. As students finish reporting by regions, similarities and differences should be noted on the graphic organizer.
7. Students should then begin organizing for a five-paragraph essay on "Wildlife Refuges."

Extension Activities:

1. Research these international wildlife reserves for greater insight into global concern for preservation of native species. Using information, design a travel brochure for one or more of the parks:
 - A. Dja Faunal Reserve
 - B. Galapagos Islands
 - C. Kruger National Park
 - D. Kanha National Park
 - E. Tobin Wildlife Reserve
 - F. Park Regional de Camargue
2. Write an article suitable for the school newspaper highlighting the need for the wildlife refuge system in the United States.
3. Plan a visit to the closest wildlife refuge to you. Take pictures and prepare a PowerPoint presentation that could be linked to your school's website.
4. Write a "Letter to the Editor" explaining why it is a civic duty to be a protector of wildlife in your area.
5. Contact your local legislators and tell them why the protection of wildlife in your area should have their full support.
6. Investigate opportunities to volunteer at a local zoo, or if close enough, a wildlife refuge. ■